Debates over the perceived costs and benefits of immigration have long been a familiar part of American political rhetoric, but immigration also raises bigger questions about global justice, state sovereignty, what it means to be an American, and what newcomers should have to do to become one. Immigration debates are linked to disputes over borders (both literal and figurative), the equality of opportunity for native-born minorities, the consistency of our national logics of race and ethnicity, and the status of the United States as a world power. We will explore these contemporary controversies in American immigration politics, and ask ourselves – what is the ‘problem’ and can it be fixed? In the process, we will learn lessons about how American politics works more generally.

The central goals of the course are:
- to familiarize students with the major immigration policies and debates
- to understand the relationship between immigration and American politics
- to help students strengthen oral and written analytical and argumentation skills
- to challenge and support students as they develop independent research skills

Readings
We are not using a textbook in this course. All readings will be either on electronic reserve at the library or on Pioneer Web under “documents”.

Assignments
In order to pass the class, you must complete all of the assignments listed below.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Research Proposal (due Friday, March 9)</td>
<td>5%</td>
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<tr>
<td>Research Paper (due Friday, May 11)</td>
<td>25%</td>
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<tr>
<td>Research Presentation (Week 13 or 14)</td>
<td>5%</td>
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<tr>
<td>5 reaction papers</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Exam (Friday, March 16)</td>
<td>15%</td>
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<tr>
<td>Final Exam (9am-12pm Wednesday May 16)</td>
<td>20%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>15%</td>
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</tbody>
</table>

Office Hours
My Spring 2012 Office Hours will be:
Monday – 9-10 and 1-2
Wednesday - 9-10 and 11-12
Friday - 9-10

My office is in Carnegie 309. I will have a sign-up sheet on my door. Please sign-up for one 15 minute appointment. If you cannot make any of these times, or if you have to discuss a delicate matter please email me to make an appointment. My email is: hamlirr@grinnell.edu.
Reaction Papers
These short papers are designed to get you thinking deeply about the reading and prepare you for class discussion. They are due on the day we discuss the reading, and can only be turned in on that day, and in person at the beginning of class. In them, very briefly summarize the author’s main argument and then present your reaction to it, including specific questions that you would like to discuss in BOLD. They should be at least one double-spaced page typed, 12 font, 1 inch margins. NOTE: You must do three reaction papers before Spring break, and two after.

Research Papers
You will write a 15 page paper analyzing a specific proposed change to American immigration policy. You will elaborate: the key players, the arguments for and against the proposal, the likelihood of change, the implications for American politics, and the big questions about citizenship, rights, or justice raised by this proposal. In order to write your final paper, you will need to do research using sources such as media resources, interest group material, congressional debates, census data, public opinion polls, and secondary scholarly literature. You must meet with me in person several times to discuss your project. The minimum requirement is once BEFORE the Proposal Deadline and once after Spring Break and BEFORE your Presentation.

Academic Honesty
All written work must be your own. Any plagiarism will be brought to the attention of the Committee on Academic Standing, and may result in a failing grade for the course. Please read the section in the Grinnell College handbook entitled “Academic Honesty: Scholarly Integrity, Collaboration, and the Ethical Use of Sources” and please see me soon if you have any questions about what constitutes proper citation in the context of this course.

Accommodation
If you have specific physical, psychiatric, or learning disabilities, I encourage you to let me know as early in the semester as possible so that we can discuss ways to ensure your full participation in the course, and coordinate your accommodations. In addition, please bring documentation to the Dean for Student Academic Support and Advising, Joyce Stern, located on the 3rd floor of the Rosenfield Center (x 3702).

Participation
This class is highly interactive, and your participation is essential. Do the reading before each class, and come prepared to discuss the arguments the authors make, share your opinions, and ask thoughtful questions. I will call on people who have not spoken up in a while. If you miss class once or twice, or ask me not to call on you once or twice, I won’t think that you are slacking. If it happens more often than that, you should expect your grade to be affected. If you have a lot to say about something, be aware that other people might too, and try to take breaks to be an active listener. If you are ever concerned about your level of participation, you can always ask me during the semester. I would be happy to give you feedback, and I do take improvement into account.

Finally, in order to maintain a respectful and safe environment for discussion, absolutely no insults or aggressive language will be tolerated, even if you are 100% convinced that someone else is an idiot.
Week 1: Immigration Politics and the State

Monday, January 23rd
Introduction

Wednesday, January 25th


Friday, January 27th

Weeks 2 & 3: The Contemporary Legislative Framework

Monday, January 30th
Chapter Two: “Understanding the Rise and Fall of Policy Regimes.” (pgs 16-45). (e-reserve)

Wednesday, February 1st


Friday, February 3rd

Monday, February 6th

Wednesday, February 8th

Friday, February 10th

b) Canada’s Point System – take the test!

c) Christopher Mason and Julia Preston: “Points system for immigration causes problems of its own in Canada” New York Times, Wednesday, June 27, 2007 (pweb)

Week 4: Refugees and Asylum Seekers

Monday, February 13th

Wednesday, February 15th

Friday, February 17th
Library Resources Day – no reading assigned

Week 5 – Comprehensive Immigration Reform?

Monday, February 20th


Wednesday, February 22nd

Friday, February 24th
Pew Hispanic Center. 2006. America's Immigration Quandary, No Consensus on Immigration Problem or Proposed Fixes (pweb)

WATCH: GOP debate: http://www.youtube.com/watch?v=CqIPP-SD0fg&feature=related
Week 6: The Border

***Sunday, February 26 ***
Film Screening: “Crossing Arizona” (2006) (time and location TBA)

Monday, February 27
Film Discussion: “Crossing Arizona” (2006)

Wednesday, February 29


Friday, March 2

Week 7 – The Constitution and the Federal Government

Monday, March 5th


Wednesday, March 7th

Friday, March 9th


*** Research Proposal Due ***
**Week 8 – State and Local Enforcement**

**Monday, March 12th**


**Wednesday, March 14th**


**Friday, March 16th**

In-class MIDTERM EXAM

**** SPRING BREAK ****

**Week 9 – Assimilation and Incorporation**

**Monday, April 2nd**

a) United State Census 2010 (pweb)


**Wednesday, April 4th**


**Friday, April 6th**


**Week 10 – Immigration and American Political Culture**

**Monday, April 9th**

a) Sarah Song. 2009. “What does it mean to be an American?” *Daedalus*. Spring (31-40). (pweb)

Incorporation in Europe and the United States.” *Politics & Society.* (pgs 5-31). (pweb)

**Wednesday, April 11**

**Friday, April 13**
No class – Professor at a conference

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**Week 11 - Citizenship**

**Monday, April 16**
- a) United States Citizenship and Immigration Services: Naturalization Test
  http://www.uscis.gov/files/nativedocuments/100q.pdf

  http://pewhispanic.org/files/reports/74.pdf

**Wednesday, April 18**
  (e-reserve - NOTE: listed under Bedolla)


**Friday, April 20**


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**Week 12 – Immigrant Political Participation**

**Monday, April 23**

**Wednesday, April 25**

Friday, April 27th

Weeks 13 & 14 – Student Presentations

Monday, April 30th
Student Presentations – no reading assigned

Wednesday, May 2nd
Student Presentations – no reading assigned

Friday, May 4th
Student Presentations – no reading assigned

Monday, May 7th
Student Presentations – no reading assigned

Wednesday, May 9th
Student Presentations – no reading assigned

Friday, May 11th
Conclusions and End-of-Course Evaluations

*** Final Research paper due - Friday, May 11th @ 5pm ***

*** FINAL EXAM 9am-Noon, Wednesday May 16th ***