

**Political Science 405B Advanced Seminar in American Politics:
Immigration Politics and Policy (Fall 2016)**

Prof. Sophia Jordán Wallace
Email: sophiajw@uw.edu
Course Website: <https://canvas.uw.edu/>

Class Meeting Time: Monday/Wednesday 9:30am -11:20am in
Office Hours: Mondays 12:00pm-2:00pm Gowen 148 or By Appointment

Course Overview:

This course explores the history of immigration in the U.S., public policy that has been aimed at immigration flows or immigrants, and political consequences that resulted. Immigration policy is a highly salient and controversial issue in the current political landscape. This course will grapple with notions of citizenship and ‘illegality’ while examining backlash to demographic changes. Rhetoric on immigration is increasingly divisive and has caused differing reactions among various groups of people and voters. A considerable portion of the course will address social movement responses such as the 2006 protests and hunger strikes within detention facilities. Legislation aimed at immigrants such as Arizona’s SB1070, DREAM Act and Proposition 187 in addition to other local, state, and federal measures will also be explored at length. Finally, this course will examine undocumented immigration, dynamics on the border, and the politics of policing and immigrant detention.

Required Texts:

Gonzalez, Roberto. 2016. *Lives in Limbo: Undocumented and Coming of Age in America*. University of California Press. Berkeley: CA. (See notes on Readings p. 5 of syllabus regarding online access via library website)

Course Requirements:

This course is an upper division seminar rather than primarily a lecture course. Students are required to write one research paper (8-10 pages) as their final assessment in addition to 2 short reflection papers (2-3 pages). The due dates for assignments are as follows:

	<u>Due Date</u>
Short Paper #1	10/19
Short Paper #2	11/16
Research Paper	12/14

Assignments are considered late if not turned in by the time class begins at 9:30am on the assigned due date. Students should turn in a paper copy and upload it to Canvas Website under assignments. No electronic only submissions will be accepted unless stated otherwise on the assignment sheet.

Over the course of the semester there will also be two in-class debates on **November 9th** and **November 28th**. Students will be assigned a position to argue and will meet with members of their group during class to prepare for the debate.

Attendance and participation is required since the class format is primarily discussion. Assignments will be heavily weighted towards in class activities and discussion and these comprise significant portions of the overall course grade. For this class to be successful, students need to regularly attend seminar ready to discuss the material.

This is an upper division course that is reading intensive. Average reading load per week is 100 pages. Some weeks will have as few as 60 pages of readings but other weeks may have as much as 130 pages of reading. If you are not prepared to complete the readings and be ready for discussion, then this may not be a suitable course for you.

Grade Breakdown:

Short Paper #1	10%
Short Paper #2	10%
Research Paper	35%
Participation	25%
In-Class Debates	20%

Procedures & Policies:

Attendance/Absences

Attendance is required. A substantial portion of the overall course grade is from participation and it is necessary to participate in class to receive these points. Moreover, the paper prompts and exam will draw heavily from class material, therefore absences would result in difficulty in achieving maximum points on these assignments. If students are absent, it is his/her responsibility to obtain notes from lecture. Lecture notes and power point slides will not be provided by the instructor.

Extensions

If you become ill or have some other emergency and cannot turn in a paper on time or take an exam on the scheduled day, you must notify me ahead of time and provide documentation. Only after written confirmation from me that you can either turn in a paper late or take an exam at an alternate time without penalty, should you consider the extension granted.

Late Penalty

If you do not get permission from me ahead of time to turn in a paper late, the penalty is 10% per day (24 hour period) it is late. After three days (72 hours), no late papers will be accepted for a grade.

Appeals & Re-Grades

If you would like to appeal a grade on an assignment, you must submit your appeal to me within one week of the graded assignment being given back to you. Your appeal can be no longer than 1-page single space and must detail where you earned points that were not allocated to you. The instructor reserves the right to re-grade the entire exam or assignment once an appeal is made, which may result in an increase or decrease in the score a student receives.

Students with Disabilities

If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me as soon as possible so we can discuss your needs in this course. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent

with federal and state law.

Participation Grading

Participation comprises 25% of the overall course grade. Students are expected to come prepared to discuss the assigned material. This means readings should be completed before the Monday class of each week unless otherwise noted by the instructor. Some of the readings are extremely challenging in terms of the concepts they introduce and the evidence they employ. Most of these articles cannot be quickly skimmed, meaning that students should budget appropriate time for reading and thinking through each article, as well as how they relate to each other. Participation will be evaluated on both the quality and quantity of comments from students. Moreover, participation/performance in activities in class such as small group discussion, debates, pop-quizzes and simulations may also be factored into the participation grade.

Discussion Expectations

My goals for discussion are threefold:

1. Clarify any points of confusion from my seminar.
2. Discuss the main themes from the week's readings.
3. Engage the literature by thinking critically about the theories and evidence confirming or disconfirming the arguments.

If we do all of the above, we have had a successful discussion.

Respect and Discussion Rules

Every student brings a different perspective to the classroom. Part of my job is to make sure that one viewpoint is not privileged over others. Dialogue in my class is expected to always be respectful. We all reserve the right to respectfully disagree with one another; we do not have the right to intimidate anyone.

Citations/Footnotes

In your papers you must cite authors from whom you draw ideas/quotations. The typical style in political science is (Last Name, Year of Publication: Page) or (Jones-Correa, 1998: 118) or if not referencing a specific page (Jones-Correa 1998). Footnotes and endnotes are also acceptable ways of acknowledging work. You can use any citation style you prefer as long as it is an official style i.e. MLA or Chicago and it is consistently used in your written work.

Academic Misconduct

Academic misconduct is a serious offense at The University of Washington. All cases of suspected academic misconduct will be referred to the Arts and Sciences Committee on Academic Conduct, and may result in a grade of 0.0 for the assignment in question.

University policies and guidelines regarding cheating and plagiarism can be found at <https://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>.

What constitutes academic misconduct? The University of Washington Student Conduct Code defines it as follows (WAC 478-120-024)

Academic misconduct includes:

- (a) "**Cheating**," which includes, but is not limited to:
 - (i) The use of unauthorized assistance in taking quizzes, tests, or examinations; or

- (ii) The acquisition, use, or distribution of unpublished materials created by another student without the express permission of the original author(s).
- (b) **"Falsification,"** which is the intentional use or submission of falsified data, records, or other information including, but not limited to, records of internship or practicum experiences or attendance at any required event(s). Falsification also includes falsifying scientific and/or scholarly research.
- (c) **"Plagiarism,"** which is the submission or presentation of someone else's words, composition, research, or expressed ideas, whether published or unpublished, without attribution. Plagiarism includes, but is not limited to:
 - (i) The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment; or
 - (ii) The unacknowledged use of materials prepared by another person or acquired from an entity engaging in the selling of term papers or other academic materials.
- (d) **Prohibited collaboration.**
- (e) Engaging in behavior specifically prohibited by an instructor in the course of class instruction or in a course syllabus.
- (f) **Multiple submissions** of the same work in separate courses without the express permission of the instructor(s).
- (g) Taking deliberate action to destroy or damage another's academic work in order to gain an advantage for oneself or another.
- (h) The recording of instructional content without the express permission of the instructor(s), and/or the dissemination or use of such unauthorized records.

If you are uncertain what constitutes plagiarism, please ask me. The Political Science/JSIS/LSJ/CHID Writing Center also offers guidance on plagiarism:
<http://depts.washington.edu/pswrite/forstudents.html>.

Canvas & VeriCite

Students are required to turn in written assignments in paper copy and electronic copy when noted on the assignment sheet. Failure to turn in both formats by the deadline, will result in a late penalty until both formats are submitted. Please be aware that the electronic copy is submitted to VeriCite on the Canvas website. It is a software program that checks for plagiarism and other forms of academic dishonesty. All students are required to submit to this program. It is the student's responsibility to verify that the electronic upload to the Canvas site was successful and print a confirmation sheet with date and time.

Readings & Other Information

The electronic PDFs of articles and book chapters will be available on the Canvas site. The electronic PDFs will be available for download from the course website under Files and will be organized by week. Articles, assignments and announcements can be obtained from this site since it will contain the most up to date information.

The one required book for the course is available at the U Bookstore and will is also available electronically on the UW library website by searching the book title. Please note that while you may view the entire book online using your UW login, there are limitations on printing and downloading the material.

Students should plan to have the readings for each week completed by the first class meeting of the week, i.e. Monday.

If you have any straightforward administrative or logistical questions not of a personal nature (e.g. readings for the week; location of exam, etc.) please consult the website and syllabus first and then email me if you still cannot find the answer.

Please note the instructor reserves the right to change the syllabus.

Good luck and I look forward to a great term together!

Course Outline and Reading Assignments

Week 0 (September 28) Overview & Introduction

The Opinion Pages: Room for Debate, “Should ‘Birthright Citizenship’ Be Abolished”

<http://www.nytimes.com/roomfordebate/2015/08/24/should-birthright-citizenship-be-abolished>

Read entire symposium of brief articles

Downes, Lawrence. 2012. “The Illegal Trap”. *The New York Times*. September 26, 2012.

<http://takingnote.blogs.nytimes.com/2012/09/28/the-illegal-trap/>.

Vargas, Jose Antonio. 2011. “My Life as an Undocumented Immigrant.” *The New York Times*. June 22, 2011.

<http://www.nytimes.com/2011/06/26/magazine/my-life-as-an-undocumented-immigrant.html?pagewanted=all>.

Week 1 (October 3rd and 5th) Immigration Controversy in the U.S. Context & Historical Roots of Immigration

Samuel Huntington, *Who Are We? The Challenges to American’s National Identity* (New York : Simon and Schuster) 2004. Chapter 9, “Mexican Immigration and Hispanization”.

Fraga, Luis and Gary Segura. 2006 “Culture Clash? Contesting Notions of American Identity and the Effects of Latin American Immigration” *Perspectives on Politics* Symposium on Immigration Volume 4: 2: 279-287

Tichenor, Daniel .2002. *Divided Lines: The Politics of Immigration Control in America*. Princeton University Press, Princeton: NJ. Ch. 1 “Introduction”, Ch. 3 “Immigrant Voters in a Partisan Polity: European Settlers, Nativism, and American Immigration Policy, 1776-1896”, Ch. 4 “Chinese Exclusion and Precocious State-Building in the Nineteenth Century American Polity”

<http://www.nytimes.com/roomfordebate/2016/09/12/is-any-immigration-reform-possible-in-this-political-climate>. Read entire symposium of brief articles

Week 2 (October 10th and 12th) Anti-Immigrant Climate

Chavez, Leo. 2008. *The Latino Threat*. Stanford University Press. Palo Alto: CA. Chapter 6 “Minuteman Project’s Spectacle of Surveillance on the Arizona- Mexico Border” & Chapter 7 “The Immigrant Marches of 2006 and the Struggle for Inclusion”.

Massey, Douglas and Magalay Sánchez, 2011. *Brokered Boundaries*. Russell Sage. New York: NY. Ch 3, “Rise of Anti-Immigrant Times”.

Chavez, Leo. 2001. *Covering Immigration: Popular Images and the Politics of a Nation*. University of

California Press. Berkeley; CA. Chapter 4 “Lexicon of Images, Icons, and Metaphors for a Discourse on Immigration and the Nation” & Chapter 8 “Manufacturing Consensus on an Anti-Mexican Discourse”.

Week 3 (October 17th and 19th) Reasons for Migration and Can and Should Migration be Controlled?

****Short Paper #1 Due Oct 19th ****

Massey, Douglas S. 1999. “Why Does Immigration Occur? A Theoretical Synthesis.” Pp. 34-52 in *The Handbook of International Migration: The American Experience*, edited by C. Hirschman, P. Kasinitz and J. DeWind. New York: Russell Sage Foundation.

Carens, Joseph H. 1987. “Aliens and Citizens: The Case for Open Borders”. *The Review of Politics* 49(2):251-73.

Cornelius, Wayne A. 2005. “Controlling ‘Unwanted’ Immigration: Lessons from the United States, 1993-2004”. *Journal of Ethnic and Migration Studies* 31(4): 775-794.

Zolberg, Aristide. 1999. “Why Not the Whole World? Ethical Dilemmas of Immigration Policy.” *American Behavioral Scientist*. 56(9)1204-1222.

Week 4 (October 24th and 26th) Conceptualizing Citizenship

Jones-Correa, Michael and Els de Graauw. 2013 “The Illegality Trap: The Politics of Immigration and the Lens of Illegality”. *Daedalus*. 142(3): 185-195.

Masuoka, Natalie and Jane Junn. 2013. *The Politics of Belonging: Race, Public Opinion, and Immigration*. University of Chicago. Chicago: IL. Ch. 2 “Development of The American Racial Hierarchy: Race, Immigration, and Citizenship”

Spiro, Peter. 2008. *Beyond Citizenship*. Oxford; Oxford University Press. Chapter 1 “Born American” and Chapter 2 “Made American”.

Bloemraad, Irene. 2006. *Becoming a Citizen*. University of California Press: Berkeley CA Ch. 4 “The Meaning of Citizenship”.

Week 5 (October 31st and November 2nd) Political & Social Incorporation

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

Jones-Correa, Michael. 1998. *Between Two Nations: The Political Predicament of Latinos in New York City*. Ithaca, NY: Cornell University Press. Chapter 5 “Resistance from Within: The Myth of Return and the Community of Memory” & Chapter 7 “The Politics of In-Between: Avoiding Irreconcilable Demands, Keeping Loyalties”.

Menjívar, Cecilia. 2000. *Fragmented Ties: Salvadoran Immigrant Networks in America*. Berkeley and

Los Angeles: University of California Press Ch. 5 “Context of Reception in the United States” & Ch. 6 “Gendered Networks”.

Week 6 (November 7th and 9th) Cultural Assimilation & Economic Integration

****In Class debate #1 Nov. 9th *****

Alba, Richard and Victor Nee. 2003. *Remaking the American Mainstream*. Cambridge, MA: Harvard University Press, Chapter 6 “Evidence of Contemporary Assimilation”.

Waters, Mary. 1994. “Ethnic and Racial Identities of Second-Generation Black Immigrants in New York City.” *International Migration Review* 28:4:(Special Issue):795-820.

Hainmueller, Jens and Michael Hiscox. 2010. “Attitudes Towards highly skilled and low-skilled immigrants: Evidence from a survey experiment”. *American Political Science Review*. 104(1):61-84.

Marrow. Helen. 2005. “New Destinations and Immigrant Incorporation”. *Perspectives on Politics*. 3(4) 781-799.

Week 7 (November 14th and 16th) Politics on the Border & Undocumented Immigration

**** Short Paper #2 Due Nov. 16th ****

Massey, Douglas and Jorge Durand. 2002. *Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration*. Russell Sage Foundation New York: NY. Chapter 5 “A Wrench in the Works: U.S. Immigration Policy after 1986” & Chapter 6 “Breakdown: Failure in Post-1986 U.S. Immigration System”.

Gonzalez, Roberto. 2016. *Lives in Limbo: Undocumented and Coming of Age in America*. University of California Press. Berkeley: CA. Chs. 1, 4, 5

<http://fivethirtyeight.com/datalab/undocumented-immigrants-arent-who-you-think-they-are/>

Film presentation in class- “9500 Liberty”

Week 8 (November 21st and 23rd) Undocumented Immigration Cont.

Ngai, Mae M. 2004. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton University Press. Princeton; NJ Ch. 5 “The World War II Internment of Japanese Americans and the Citizenship Renunciation Cases”.

Gonzalez, Roberto. 2016. *Lives in Limbo: Undocumented and Coming of Age in America*. University of California Press. Berkeley: CA. Chs. 6-8

Harlan, Chico. 2016. “Inside the Administration’s \$1 billion deal to detain Central American asylum seekers”. *Washington Post*. August 14th. <http://wpo.st/MP102>

Feltz, Renée. 2016. "Mothers at US Immigration Center on hunger strike to protest year in custody". *The Guardian*. August 15th. <https://www.theguardian.com/us-news/2016/aug/15/immigration-women-hunger-strike-pennsylvania-berks-county>

Film Presentation in class "Punishment and Benefits: Immigration Detention" and "Sentenced Home"

Week 9 (November 28th and 30th) Local Level Changes & Policing

****In class debate Nov. 28th ****

Rocha, Rene R., Benjamin R. Knoll, and Robert D. Wrinkle, "Immigration Enforcement and the Redistribution of Political Trust," *The Journal of Politics* 77, no. 4 (October 2015): 901-913.

Hopkins, Daniel J. 2010. "Politicized Places: Explaining Where and When Immigrants Provoke Local Opposition". *American Political Science Review*. 104(1): 40-60.

Gulasekaram, Pratheepan and S. Karthick Ramkrishnan. 2015. *The New Immigration Federalism*. Cambridge University Press. New York: NY. Ch. 3 "Rise of Restrictive Legislation and Demographic Arguments of 'Vital Necessity' and Ch. 5 "A Shifting Tide in 2012: Pro-Integration Activists gain the Upper Hand"

Provine, Doris Marie, Monica W. Varsanyi, Paul G. Lewis, and Scott H. Decker. 2016. *Policing Immigrants: Local Law Enforcement on the Front Lines*. University of Chicago Press. Chicago: IL. Ch 3 "The Problematic Framework of Immigration Federalism".

Week 10 (December 5th and 7th) Immigrant Rights Movement

Milkman, Ruth. 2006. *LA Story: Immigrant Workers and the Future of the U.S. Labor Movement*. Russell Sage Foundation. New York: NY Ch 4. "Sí Se Peude: Union Organizing Strategies and Immigrant Workers"

Wallace, Sophia J., Chris Zepeda- Millán and Michael Jones-Correa. 2014. Spatial and Temporal Proximity: Examining the Effects of Protests on Political Attitudes. *American Journal of Political Science*. 58(2): 449-465.

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.

Heredia, Luisa. 2011. "From Prayer to Protest: The Immigrant Rights Movement and the Catholic Church" in *Rallying for Immigrant Rights* ed by. Kim Voss and Irene Bloemraad. University of California Press: Berkeley, CA.

*****Research Paper Due on Assigned Final Exam Date/Time set by university-
December 14th, 2016 at 8:30am*****