Students will become familiar with a number of contemporary political issues and better understand their make-up and importance.

Students can apply social science concepts, models or theories to explain human behavior, social interactions or social institutions.

Students will understand how different political issues are assessed by different philosophical and ideological traditions.

Students will be able to effectively write and develop arguments.

Students will be able to better comprehend other’s views and defend their own positions.

Grade Breakdown:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Essays</td>
<td>65</td>
</tr>
<tr>
<td>Participation + “Deep Thoughts”</td>
<td>35</td>
</tr>
<tr>
<td>Digital Story</td>
<td>100</td>
</tr>
</tbody>
</table>

Total = 200 points

a) The main project for this course will be the Digital Story (100 points). This is an initiative of The Immigration History Research Center at the University of Minnesota. Each student will be responsible for creating a 3 to 5-minute video with voiceover using a typed script, photographs, and voiceover narration. All the technology is available for free online, and I will stagger each step throughout the quarter. All digital stories will be uploaded and made available to the world.

<table>
<thead>
<tr>
<th>Project Component</th>
<th>Points</th>
<th>Tentative Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create account</td>
<td>2</td>
<td>August 23&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td>Choose subject</td>
<td>3</td>
<td>August 30&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Write script</td>
<td>25</td>
<td>September 11&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Learn how to use WeVideo and complete tutorials</td>
<td>10</td>
<td>October 16&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Select images for video</td>
<td>5</td>
<td>October 30&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Complete voiceover</td>
<td>15</td>
<td>November 15&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Create video and present in class</td>
<td>40</td>
<td>November 27&lt;sup&gt;th&lt;/sup&gt; &amp; 29&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

b) You will write five, single-spaced, 300-word essays. The topics all relate to immigration, but from different perspectives. I will provide detailed prompts. These essays should be used for critical analysis of the course content. Essay #3 will replace your midterm exam and be worth more points. Each essay must be typed and turned in at the beginning of class in person.
A key component of this course will be **attendance and participation**. Students will be required to turn in 15 index cards throughout the semester – and a maximum of two per week – at the beginning of each class that should include a “Deep Thought.” This might be a response to an assigned reading, or analysis of a specific topic, or just a question inspired by debate in class. Each index card will be worth two points, with an additional five points assigned by the instructor towards general class participation.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Date Assigned</th>
<th>Date Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1: The Mixtape</td>
<td>August 23rd</td>
<td>August 28th</td>
<td>10</td>
</tr>
<tr>
<td>#2: Border what?</td>
<td>September 4th</td>
<td>September 11th</td>
<td>10</td>
</tr>
<tr>
<td>#3: Describing Integration</td>
<td>October 4th</td>
<td>October 11th</td>
<td>25</td>
</tr>
<tr>
<td>#4: Making America Great</td>
<td>October 18th</td>
<td>October 25th</td>
<td>10</td>
</tr>
<tr>
<td>#5: Governors and Refugees</td>
<td>November 8th</td>
<td>November 15th</td>
<td>10</td>
</tr>
</tbody>
</table>

**A Note about Reading for College Classes**

- One of the most important skills you will master at C of C is the ability to consume a large amount of academic text and highlight/focus on the major ideas. This is the key to graduate or professional school. My students will learn to read Political Science research with the goal of retaining useful information (like theories) and cutting out the fluff. I encourage you to reflect on what the authors have to say and write it out in your own words. You can skip over most of the statistics.

Let us look at this excerpt from *The Unheavenly Chorus* by Schlozman et al. (2012, 6):

“The disparities in political voice across various segments of society are so substantial and so persistent as to preclude equal consideration. Public officials cannot consider voices they do not hear, and it is more difficult to pay attention to voices that speak softly.” What are they saying?

- I have divided the course content into a series of topics. On some days, I will just lecture, but on others you will be assigned an article or two. You are expected to do the assigned reading for that day before coming to class. Otherwise, I can almost assure you the material will not make any sense and worse, you will fall behind.

- I will not be posting my lecture notes on OAKS.
Readings

Books


Articles/Chapters

Note: Part of this course is also learning how to use research databases. I will share some library Permalinks, but you will have to locate and then read/download half of the citations on your own. This is a crucial skill to academic success.

• Adida, Claire L., David D. Laitin, and Marie-Anne Valfort. 2016. “Don’t Fear Muslim Immigrants: They Aren’t the Real Problem.” *Foreign Affairs*, April 26:  


• Community Initiatives for Visiting Immigrants in Confinement (CIVIC). (?). “Immigration Detention Map and Statistics”  

• The Economist. 2017. “How Germany is Integrating its Refugees.”  
• Ferguson, Niall. 2018. “Empathy, but Also Realism, are Needed in Facing Immigration.” RealClear Policy, June 26: https://www.realclearpolicy.com/2018/06/26/empathy_but_also_realism_are_needed_in_facing_immigration_38795.html


• Friedman, Uri. 2017. “What is a Nativist?” The Atlantic, April 11.


Course Schedule

I. Introduction: Immigration and Federalism

August 21st (T): Introduction to class + Syllabus + Expectations

August 23rd (R): Read Gerber (Introduction)/ Essay #1 Assigned/ Lecture

II. American Immigration History

August 28th (T): Essay #1 Due/ Read Gerber (Chapter 2) and Jones (Chapter 1) and Chapter 2 (p. 18 – 24)

August 30th (R): Lecture/ Read Gerber (Chapter 3)
III. Borders

**September 4th (T):** Lecture/ **Essay #2 Assigned/** Read Graziano (2018)

**September 6th (R):** Read Graziano (2018) and PRI (2014)

IV. Birthright Citizenship

**September 18th (T):** Read Vargas (2011), Read NYT Forum (2015), and Fix (2015)

V. Nativism

**September 20th (R):** Read Friedman (2017)/ Read Kraut (2016)/ Lecture

**September 25th (T):** Read Jones (2012, Chapter 8, p. 124 – 125, 141 – 143) and Chapter 10, p. 162 – 163, 184 – 188)

VI. Assimilation, Incorporation, Integration

**September 27th (R):** Read Thornton (2012) and Gerber (2011, Chapters 6 and 7)/ Lecture

**October 2nd (T):** The Economist (2017), Read Amaral et al. (2018)/ Lecture

**October 4th (R):** **Essay #3 Assigned/** Read Hainmueller & Hiscox (2010)/ Lecture

VII. Immigration Reform

**October 6th (Saturday):** Read Jones-Correa and de Graauw (2013)/ Lecture

**October 9th (T):** Midterm Assistance + Instructions on the Digital Story

**October 11th (R):** **Essay #3 Due/** Read Jones-Correa and de Graauw (2013), Utley (2018), and Judis (2018)/

VIII. Refugee Politics

**October 16th (T):** Read Immigration Council (2015)/ Lecture

**October 18th (R):** Read Tang (2015)/ Lecture/ **Essay #4 Assigned/**

**October 23rd (T):** Read Nowrasteh (2017)/
Watch Cato Institute Forum (2016) [here](#)
IX. Local-Level Changes and Policing

October 25th (R): Essay #4 Due/ Read Napolitano (2017) and von Spakovsky (2017)
October 30th (T): Read Gulaskekaram and Ramakrishnan (2015)
November 1st (R): Read Armenta and Alvarez (2017), Reyes (2018), and CIVIC (2018)

November 6th (T): FALL BREAK – NO CLASS

X. Don’t Fear the Reaper

November 8th (R): Read Hopkins (2010)/ Essay #5 Assigned/ Lecture
November 13th (T): Read Adida et al. (2016)

XI. Immigration Issues in South Carolina

November 15th (R): Essay #5 Due/ Guest speaker on local refugee issues and opportunities
November 20th (T): Read Garcia (2018) and Ferguson (2018)

November 22nd (R): THANKSGIVING – NO CLASS
November 27th (T): IN-CLASS PRESENTATIONS
November 29th (R): IN-CLASS PRESENTATIONS

Course Policies

1. I will gladly honor your request to address you by the name and gender pronouns of your choice. Please advise me of this early via your college-issued email account or during office hours so that I may make the appropriate notation on my class list.

2. Attendance: Absence from more than fifteen percent of the scheduled class sessions, whether excused or unexcused, is excessive. Students missing more than five class sessions will lose one full letter grade from the participation portion of their total average for each additional absence.

3. Late Work will be severely penalized. Work is considered late (and the clock begins ticking) if it is not handed in at the time requested. You will lose one point for every hour the assignment is late.
4. I am offering extended **office hours** this fall (eight total hours per week), but the times favor those who are “morning people.” See the first page of the syllabus for specifics.

5. I prefer **hard copies** of all essays because it is easier for me to grade. I also like to read your work blind, so write or type your name on the back of each essay.

6. When you enrolled in the College of Charleston, you were bound by an **Honor Code**. I expect you to abide by that code. If you are found to have cheated on a quiz or plagiarized any of your written work, you will fail this course and be turned over to the Honor Board for further disciplinary action. If you have any doubts about what constitutes cheating or plagiarism, ask before you act.

7. I have built-up a reputation over the last 15 years as a **professor who values students** and their personal experiences. If you are going through anything that hinders your ability to do your best, please come and talk to me. I can also refer you to other college resources. I am known to grant extensions for reasonable requests.

8. One underutilized student resource is the **Center for Student Learning (CSL)**, which offers academic support services for assistance in study strategies, writing, tutoring, supplemental instruction, study skills consultations and workshops. For more information on what help is available to you for free as students, visit the CSL website at [http://csl.cofc.edu](http://csl.cofc.edu), call (843) 953-5635 or visit the office on the library’s ground floor.

9. **Extra Credit**: CofC offers a dynamic selection of lectures, film screenings, and other globally-conscious events. From time to time, I will offer extra-credit opportunities that will be predicated on attending an event and submitting a short reflection.

10. I don’t know if it’s my recent departure from California or the sudden realization of the humidity here, but paper doesn’t do well in this weather. So, I will not be printing out copies of the **syllabus**. It will be on OAKS and I have designed it to include hyperlinks and look colorful.

11. **Respect and Discussion Rules**

   (i) Every student brings a different perspective to the classroom.
   (ii) Part of my job is to clarify any points of confusion, and make sure that one viewpoint is not privileged over others.
   (iii) Dialogue in my class is expected to always be respectful.
   (iv) We all reserve the right to respectfully disagree with one another; we do not have the right to intimidate anyone.