

# **POLI 102-01: “Contemporary Political Issues: Immigration”** (Rev: 10/09)

**CRN: 14048, TR 1:40 – 2:55 p.m., Jewish Studies 233**

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**Fall Office Hours: MW, 8 a.m. to 12:30 p.m., 26 Coming Street (Room 102)**

- 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:**

<b>Short Essays</b>	= 65 points
<b>Participation + “Deep Thoughts”</b>	= 35 points
<b>Digital Story</b>	= 100 points

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**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 😊

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

- 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.

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

- c) 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.

A = 186 – 200 points	B- = 160 – 165 points	D+ = 136 – 139 points
A- = 180 – 185 points	C+ = 156 – 159 points	D = 126 – 135 points
B+ = 176 – 179 points	C = 146 – 155 points	D- = 120 – 125 points
B = 166 – 175 points	C- = 140 – 145 points	F < 120 points

### 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*

- Required Book #1: Gerber, David A. 2011. *Immigration: A Very Short Introduction*. New York: Oxford University Press.  
<http://nuncio.cofc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=e000xna&AN=365577>
- Required Book #2: Jones, Robert Alston. 2012. *Common Blood: The Life and Times of an Immigrant Family in Charleston*. Olathe, KS: Indico LLC.  
<https://www.amazon.com/COMMON-BLOOD-Immigrant-Family-Charleston/dp/1479723223>

### *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:  
<https://www.foreignaffairs.com/articles/united-states/2016-04-26/dont-fear-muslim-immigrants>
- Amaral, Ernesto F.L., Mahlet A. Woldetsadik, and Gabriela Armenta. 2018. “Europe’s Great Challenge: Integrating Syrian Refugees.” *RAND*:  
<https://www.rand.org/blog/2018/04/europes-great-challenge-integrating-syrian-refugees.html>
- American Immigration Council (2015). “An Overview of U.S. Refugee Law”  
<https://www.americanimmigrationcouncil.org/research/overview-us-refugee-law-and-policy>
- Armenta, Amada and Isabela Alvarez. (2017). “Policing Immigrants or Policing Immigration? Understanding Local Law Enforcement Participation in Immigration Control.” *Sociology Compass*, 11 (2).
- Community Initiatives for Visiting Immigrants in Confinement (CIVIC). (?). “Immigration Detention Map and Statistics”  
<http://www.endisolation.org/resources/immigration-detention/>
- The Economist. 2017. “How Germany is Integrating its Refugees.”  
<https://www.economist.com/europe/2017/09/16/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](https://www.realclearpolicy.com/2018/06/26/empathy_but_also_realism_are_needed_in_facing_immigration_38795.html)
- Fix, Michael. 2015. “Repealing Birthright Citizenship,” *MPI*  
<https://www.migrationpolicy.org/news/repealing-birthright-citizenship-unintended-consequences>
- Friedman, Uri. 2017. “What is a Nativist?” *The Atlantic*, April 11.
- Garcia, Katie. 2018. “There is a U.S. Crisis of Empathy on Immigration.” *San Antonio Express News*, July 15:  
<https://www.mysanantonio.com/opinion/commentary/article/There-is-a-U-S-crisis-of-empathy-on-immigration-13073978.php>
- Graziano, Manlio. 2018. “The Return of Borders” and “The Power of Place.” In *What is a Border?* Stanford, CA: Stanford Briefs (On OAKS)
- Gulasekaram, Pratheepan and S. Karthick Ramakrishnan. 2015. *The New Immigration Federalism*. Chapters 3 and 5. (Will post on OAKS).
- 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.
- Hopkins, Daniel J. 2010. “Politicized Places: Explaining Where and When Immigrants Provoke Local Opposition”. *American Political Science Review*. 104(1): 40-60.
- 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.
- Judis, John. 2018. “The Two Sides of Immigration Policy,” *American Prospect*  
<http://prospect.org/article/two-sides-immigration-policy>
- Kraut, Alan. 2016. “Nativism, An American Perennial,” *CMS*  
<http://cmsny.org/publications/kraut-nativism/>
- Napolitano, Andrew. 2017. “Sanctuary Cities and the Rule of Law.” *The Tenth Amendment Center*, August 10<sup>th</sup>:  
<https://tenthamendmentcenter.com/2017/08/10/sanctuary-cities-and-the-rule-of-law/>
- Nowrasteh, Alex. 2017. “Syrian Refugees and the Precautionary Principle.” *Cato Institute* (Cato at Liberty), January 28:  
<https://www.cato.org/blog/syrian-refugees-precautionary-principle>

- NYT. 2016. <https://www.nytimes.com/roomfordebate/2016/09/12/is-any-immigration-reform-possible-in-this-political-climate>
- NYT. 2015. <https://www.nytimes.com/roomfordebate/2015/08/24/should-birthright-citizenship-be-abolished>
- PRI. 2014. “Trapped in Texas”  
<https://www.pri.org/stories/2014-08-11/trapped-texas-tens-thousands-immigrants-are-stuck-borderlands>
- Reyes, J. Rachel. (2018). “Virtual Brief – Immigrant Detention: Recent Trends and Scholarship.” *Center for Migration Studies*:  
<http://cmsny.org/publications/virtualbrief-detention/>
- von Spakovsky, Hans A. 2017. “Sanctuary Cities? That’s a Constitutional ‘Hell No.’”  
*The Heritage Foundation*, April 18:  
<https://www.heritage.org/immigration/commentary/sanctuary-cities-thats-constitutional-hell-no>
- Tang, Eric (2015). *Unsettled: Cambodian Refugees in the NYC Hyperghetto*, Introduction (Will post on OAKS).
- Thornton, Bruce. 2012. “America’s Problem with Assimilation.” *The Hoover Institution*:  
<https://www.hoover.org/research/americas-problem-assimilation>
- Utey, Jon Basil. 2018. “How to Resolve the Conservative Split Over Immigration.” *The American Conservative*, June 20.
- Vargas, Jose Antonio. 2011. “My Life as an Undocumented Immigrant,” *New York Times*

## **Course Schedule**

### **I. Introduction: Immigration and Federalism**

**August 21<sup>st</sup> (T):** Introduction to class + Syllabus + Expectations

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

### **II. American Immigration History**

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

**August 30<sup>th</sup> (R):** Lecture/ Read Gerber (Chapter 3)

### **III. Borders**

**September 4<sup>th</sup> (T):** Lecture/ [Essay #2 Assigned](#)/ Read Graziano (2018)

**September 6<sup>th</sup> (R):** Read Graziano (2018) and PRI (2014)

### **IV. Birthright Citizenship**

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

### **V. Nativism**

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

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

### **VI. Assimilation, Incorporation, Integration**

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

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

**October 4<sup>th</sup> (R):** [Essay #3 Assigned](#)/ Read Hainmueller & Hiscox (2010)/ Lecture

### **VII. Immigration Reform**

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

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

**October 11<sup>th</sup> (R):** [Essay #3 Due](#)/ Read Jones-Correa and de Graauw (2013), Utleby (2018),  
and Judis (2018)/

### **VIII. Refugee Politics**

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

**October 18<sup>th</sup> (R):** Read Tang (2015)/ Lecture/ [Essay #4 Assigned](#)/

**October 23<sup>rd</sup> (T):** Read Nowrasteh (2017)/  
Watch Cato Institute Forum (2016) [here](#)

## **IX. Local-Level Changes and Policing**

**October 25<sup>th</sup> (R):** **Essay #4 Due/** Read Napolitano (2017) and von Spakovsky (2017)

**October 30<sup>th</sup> (T):** Read Gulaskekaram and Ramakrishnan (2015)

**November 1<sup>st</sup> (R):** Read Armenta and Alvarez (2017), Reyes (2018), and CIVIC (2018)

**November 6<sup>th</sup> (T): FALL BREAK – NO CLASS**

## **X. Don't Fear the Reaper**

**November 8<sup>th</sup> (R):** Read Hopkins (2010)/ **Essay #5 Assigned/** Lecture

**November 13<sup>th</sup> (T):** Read Adida et al. (2016)

## **XI. Immigration Issues in South Carolina**

**November 15<sup>th</sup> (R):** **Essay #5 Due/** Guest speaker on local refugee issues and opportunities

**November 20<sup>th</sup> (T):** Read Garcia (2018) and Ferguson (2018)

**November 22<sup>nd</sup> (R): THANKSGIVING – NO CLASS**

**November 27<sup>th</sup> (T): IN-CLASS PRESENTATIONS**

**November 29<sup>th</sup> (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>, 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.