

Baruch College, CUNY

POL 3318 (NETA): Immigration and Integration in the United States

Asynchronous Online Course

Fall 2020



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Virtual study/Q&A hours: TH 6-9pm EST

Virtual office location: Zoom Room

Course Overview

This asynchronous online course (with no live class meetings) will examine how governmental institutions, political actors, and socio-political processes have both shaped and responded to immigration to the United States from the beginning of the Republic, but with an emphasis on the post-1965 period. In particular, this course examines how immigration has affected domestic politics and public policy in the United States. Course topics include the politics and policies of immigrant admission to and deportation from the United States as well as the nature and consequences of immigration at the national, state, and local levels. Course topics also include the politics and policies related to the societal integration (and exclusion) of immigrants residing in the United States, with a focus on their language, identification, citizenship, and voting rights. This course combines online lectures, reading, and interactive online Discussion Boards to allow students to develop a sophisticated understanding of concepts, theories, and data related to the politics of immigration and integration in the United States.

In **Part 1**, we focus on the politics and policies of **immigration**. We first consider the ethical debates related to border control policies and the causes of international migration. We then turn to the specifics of debating immigration politics and policies in the context of the United States: we will review the most important immigration laws that have let some people into the United States while keeping others out, paying particular attention to key political debates underlying both immigration and refugee admissions legislation. We will also discuss Trump's immigration policies and how immigration has been an issue in recent presidential elections.

In **Part 2** of the course, we focus on the politics and policies of **immigrant integration**. We first review the major theoretical debates on immigrants' integration into U.S. society and how race and ethnicity as well as undocumented status challenge successful integration. We next review what public accommodations immigrants and refugees need and what kinds of accommodations government has provided. We will focus on policies addressing immigrants' language, citizenship, and voting rights as well as immigrants' access to government-issued forms of ID. We will also discuss how government institutions and so-called "New American" government officials can help promote immigrant integration.

Course Learning Objectives

The successful student will learn to:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically and analytically.
- Produce well-reasoned written arguments using course content and other evidence to support claims.
- Identify and analyze major themes and consequences of immigration to and immigrant integration in the United States.
- Describe and analyze the role of Congress, the president, the courts, the media, public opinion, civil society organizations, and immigrants in the development of both immigration and integration policies in the United States.

Course Materials

Students will get the most out of this online course by completing the assigned readings, short quizzes, and Discussion Board assignments; listening to the online lectures; and reviewing assigned multimedia content during each week that is assigned. Students should take notes on the assigned materials, which will be covered on weekly quizzes. All required course materials are available to you online, *for free*:

1. **Reading materials:** the required readings for the course include journal articles, book chapters, and newspaper clippings. They are made available through Blackboard. Additional required reading materials may be made available through the online Discussion Boards.

2. **Lecture slides:** narrated lecture slides accompany and highlight key aspects of the text book and other assigned materials. These will be made available through Blackboard every Monday morning, with Dropbox links to the narrated PowerPoint slides (these are big files, FYI).
3. **Videos and podcasts:** these are assorted videos and podcasts that bring course topics further to life. These will be made available also through Blackboard.

Grading and Requirements

To receive a final grade in the course, students need to complete *all* assignments, which include: (1) participation in the online Discussion Board throughout the semester, (2) moderating the Discussion Board at two points during the semester, (3) taking short weekly quizzes.

Your grade will be based on the following:

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| • Participating in weekly Discussion Boards | 50% |
| • Moderating two Discussion Boards | 20% |
| • Completing short weekly quizzes | 30% |

Participating in Weekly Discussion Boards (50%)

Students are required to contribute to the “Discussion Board” on Blackboard throughout the semester. *There are 11 Discussion Boards total; only 10 Discussion Boards will make up your Discussion Board grade.* That means that (1) you can choose not to participate in 1 Discussion Board (but you have to participate in the Discussion Boards you are assigned to moderate), or (2) you participate in all 11 of them and only the 10 highest scores will count (I recommend option #2). Making up 50% of your grade, Discussion Boards are an important part of the course.

On the Monday of each week, I will post one or more discussion questions/activities on the Discussion Board. Students are required to reply to one question/activity by Thursday (11:59pm EST, hard deadline) and respond to the posting of at least one other student by Sunday (11:59pm EST, hard deadline) of that week. I will mix up the types of questions/activities you’ll have to complete in the Discussion Boards to keep things engaging and fun for all! *Individual postings should not exceed 250 words (i.e., about two short paragraphs).* I will monitor and occasionally contribute to Discussion Boards throughout the semester. Students who consistently do not participate in Discussion Boards will be assigned a “W” grade.

This class has 20 students, but for the Discussion Board assignments, I’m assigning each student to one of two groups or teams of 10 students each. Those are the students you’ll engage with throughout the semester. I will assign students to teams; more info will follow.

Discussion Board Grading Rubric

Each week's Discussion Board assignment will be graded according to the following rubric. Students can earn up to 5 points for participating in each Discussion Board: (A) up to 3 points for their initial posting to one of the Discussion Board questions/activities, due TH by 11:59pm EST, and (B) up to 2 points for responding to at least one other student's posting, due SUN by 11:59pm EST. *I strive to provide feedback on Discussion Board assignments and post grades within 7 days of their due dates.*

Initial Postings (3 points max)		
Points	Interpretation	Grading Criteria
3	Excellent (A)	<ul style="list-style-type: none"> • The student replies to the Discussion Board topic by TH 11:59pm EST. • The posting does not exceed 250 words. • The posting's subject field provides the main point of the comment; the reader clearly understands the main point of the posting before reading it. • The posting is directly responsive to the topic, substantive in content, with a clear purpose, and it teaches us something new. The posting includes follow-up questions, examples, and/or new perspectives to stimulate additional thought about the issue under discussion. • The posting reflects comprehension and independent analysis of and includes a thoughtful response to the course materials; the posting is supported by accurate evidence and examples. • The posting is constructive, and differences of opinion are expressed in a collegial manner. • The posting is logically organized and has no major spelling or grammatical errors.
2	Above average (B)	<ul style="list-style-type: none"> • The student replies to the Discussion Board topic by TH 11:59pm EST. • The posting does not exceed 250 words. • The posting's subject field provides key word(s) only; the reader knows the general area that the posting deals with. • The posting is substantive in content but does not respond to all components of the topic and its purpose is not entirely clear. The posting includes examples but no follow-up questions or new perspectives that can stimulate additional thought. • The posting reflects comprehension of and includes a thoughtful response to the course materials; however, evidence is missing or inaccurate; or there are examples and evidence but no explanation of a new contribution. • The posting is constructive, and differences of opinion are expressed in a collegial manner. • The posting is well organized but has several errors in spelling and/or grammar.
1	Average/Minimal	<ul style="list-style-type: none"> • The student replies to the Discussion Board topic by TH 11:59pm EST.

	(C/D)	<ul style="list-style-type: none"> • The posting does not exceed 250 words. • The posting's subject field provides little or no information about the posting. • The posting is substantive in content but neglects one or more elements of the topic and its purpose is not clear. The posting includes no examples, follow-up questions, or new perspectives that can stimulate additional thought. • The posting reflects poor comprehension of the course materials; evidence and examples are missing or inaccurate. • The posting is collegial in tone. • The posting is disorganized and/or has serious errors in spelling and/or sentence structure, making it difficult to understand.
0	Unacceptable (F)	<ul style="list-style-type: none"> • Late posting, no posting, too long a posting, disrespectful posting, or plagiarized posting.

Response Postings (2 points max)		
Points	Interpretation	Grading Criteria
2	Excellent/Above Average (A/B)	<ul style="list-style-type: none"> • The student responds to at least one other student's posting (or comment thread) by SUN 11:59pm EST. • The response does not exceed 250 words. • The response is substantive, including comments and questions that enhance and further the discussion. • The response provides evidence that the student has carefully read the other student's posting. • The response is constructive, and differences of opinion are expressed in a collegial manner. • The response is logically organized and has no major spelling or grammatical errors.
1	Average/Minimal (C/D)	<ul style="list-style-type: none"> • The student responds to at least one other student's posting (or comment thread) by SUN 11:59pm EST. • The response does not exceed 250 words. • The response is substantive but does not include comments or questions that enhance and further the discussion. • The response provides evidence that the student has not carefully read the other student's posting. • The response is collegial in tone. • The response is poorly organized and/or has several errors in spelling and/or grammar.
0	Unacceptable (F)	<ul style="list-style-type: none"> • Late response, no response, disrespectful response, a response that merely agrees with the original posting, too long a response, or plagiarized response.

Moderating Two Discussion Boards (20%)

At two points in the semester, each student will be responsible for moderating and mediating the Discussion Board with one other student. I will assign when which students will lead the Discussion Board (more information will follow). *Each discussion moderator needs to contribute an initial posting to the Discussion Board by TH 11:59pm EST and respond to every student's posting (or existing discussion thread) by SUN 11:59pm EST.* The task of the student moderators is to enhance and further the discussion by: (1) providing a different perspective (perhaps one you don't agree with, but one you advance to play devil's advocate), (2) raising a question that furthers the discussion, or (3) putting the posting in conversation with a recent political or policy event or the assigned readings/videos/podcasts. The point is to deepen the discussion and engage your fellow students; *discussion moderators' contributions should not simply agree with and restate what was already said.*

Discussion moderators will receive a grade based on the following criteria:

Grade	Grading Criteria
A	<ul style="list-style-type: none">• The student moderator responds to all students' postings (or comment threads) by SUN 11:59pm EST.• The responses are substantive, including comments and/or questions that enhance or further the discussion• The responses do not exceed 250 words each.• The responses provide evidence that the moderator has carefully read students' postings.• The responses are constructive, and differences of opinion are expressed in a collegial manner.• The responses are logically organized and have no major spelling or grammatical errors.
B	<ul style="list-style-type: none">• The student moderator responds to most but not all students' postings (or comment threads) by SUN 11:59pm EST.• The responses are substantive but do not include comments or questions that enhance or further the discussion.• The responses do not exceed 250 words each.• The responses provide evidence that the moderator has carefully read the other students' postings.• The responses are constructive, and differences of opinion are expressed in a collegial manner.• The responses are well organized but have several errors in spelling and/or grammar.
C	<ul style="list-style-type: none">• The student moderator responds to only half of the students' postings (or comment threads) by SUN 11:59pm EST.• The responses are substantive but do not include comments or questions that enhance or further the discussion.• The responses do not exceed 250 words each.• The responses suggest that the moderator has not carefully read or is not engaging with the other students' postings.• The responses are constructive, and differences of opinion are expressed in a collegial manner.

	<ul style="list-style-type: none"> The responses lack clear organization and have several errors in spelling and/or grammar.
D	<ul style="list-style-type: none"> The student moderator responds to only a few of the students' postings (or comment threads) by SUN 11:59pm EST. The responses lack substance, do not include comments or questions that enhance or further the discussion, and mostly repeat what has already been said in other students' original postings. The responses do not exceed 250 words each. The responses suggest that the moderator has not carefully read or is not engaging with the other students' postings. The responses are not constructive, and differences of opinion are expressed in an insensitive manner. The responses are poorly organized and have many errors in spelling and/or grammar, making them difficult to understand.
F	<ul style="list-style-type: none"> Late responses, no responses, disrespectful responses, too long responses, or plagiarized responses.

Completing Short Weekly Quizzes (30%)

Students are required to complete short weekly quizzes. These online quizzes will be administered through Blackboard. *There are 14 quizzes total; only 12 quizzes will count toward your grade.* That means that (1) you can choose not to participate in 2 quizzes, or (2) you participate in all 14 or 13 of them and only the 12 highest scores will count (I recommend option #2).

Quizzes will consist of a small number (i.e., about 10) true/false and/or multiple choice questions designed to gauge your comprehension of the lecture(s) and assigned reading and multimedia materials for that particular week. During each week, you will have a 20-minute window to complete the quizzes between M 12pm EST and SUN 11:59pm EST. You only have one opportunity to complete the quiz, and you need to complete the quiz in one sitting. More instructions will be posted on Blackboard; also see "[General Instructions for Taking Quizzes on Blackboard](#)" below.

Late Policy and Missed Assignments

- To get credit for Discussion Board postings and responses, students and discussion moderators need to abide by the weekly due dates (see the [grading criteria](#) above and the [course schedule](#) below).
- In the event that something goes wrong for you *during* the process of taking an online quiz (e.g., due to failure to follow instructions or unreliable Wi-Fi connection), you are not allowed to retake the quiz at a later date. Instead, *if* I allow you to retake the quiz, you can only do so as a live, oral examination by me, with different questions, during my TH virtual office hours. No exceptions.

General Instructions for Taking Quizzes on Blackboard

Carefully read and follow all instructions below; failure to do so makes it more likely that something goes wrong when you take your weekly quizzes:

- Use a laptop or desktop computer, if possible (not a phone or tablet).

- Access the quiz using a *wired* Internet connection, unless your wireless connection is very strong and reliable.
- If you must use Wi-Fi, try to reduce the number of devices accessing the same Wi-Fi network simultaneously. For example, put your cell phone in airplane mode while taking a quiz on your laptop computer.
- Close all other computer programs prior to taking the quiz.
- Open only one browser (Firefox is recommended) with only *one* window open.
- Disable pop-up blockers.
- Do not use the browser's "back" arrow or "refresh" button; only use the designated buttons inside Blackboard's testing program.
- Do not navigate away from Blackboard's test window to another page.
- Do not open a new browser window.
- Avoid clicking the buttons more than once (e.g., after clicking the "Submit" button, it may take a few moments to submit). Be patient; you have enough time to complete each quiz.
- Wait for each page to load completely. If you begin selecting answers before the page has fully loaded, you may lose work.
- Save your test answers frequently.
- Don't forget to "Submit" your test when finished. Read all of the submission instructions on the screen carefully. You haven't turned in your test until you have received a confirmation.
- If any errors occur during a quiz, take a screenshot or photo of the entire screen, and contact me immediately. However, know that retakes or online make-up quizzes are not offered.

Course Website on Blackboard

The course has a website posted on Blackboard, the college's online Learning Management System that will play an important role in the course. To access Blackboard, you must login via the [BCTC Blackboard website](#). If at any point during the semester you experience any trouble with Blackboard, contact the [Baruch Helpdesk](#) at helpdesk@baruch.cuny.edu.

On Blackboard, you will find many materials useful to you in this class. They include the following folders:

- Updates regarding the course schedule and relevant due dates ("Announcements")
- Information about my weekly virtual study/Q&A hours ("Office Hours")
- A copy of the syllabus ("Syllabus")
- Links to the lecture slides, posted by Monday of each week ("Lecture Slides")
- Required reading materials, including journal articles, book chapters, and newspaper clippings ("Reading Materials")
- Links to all the videos and podcasts ("Multimedia")
- Discussion Board, where I will post one or more discussion questions/activities by Monday of each week ("Groups")

- Short weekly quizzes, which will be made available on the Monday of each week (“Quizzes”)
- Homework assignment for week 1 (“Assignment Week 1”)
- Grades for participation in the Discussion Boards and weekly quizzes (“Grade Center”)

Students should check Blackboard (and their e-mail account) at least two times a week, especially for “Announcements” on the opening page.

Class Policies – Do’s and Don’ts

Questions and Getting Help

I welcome your questions anytime. There two ways you can get in touch with me:

- E-mail: you can e-mail me with questions about the syllabus or particular course content as well as questions of a more personal nature regarding your progress in the course. *I strive to respond within 48 hours.*
- Virtual study/Q&A hours: I hold virtual office hours through Zoom every week, on TH from 6-9pm EST. Students need to sign up for one or more 15-minute slots to speak with me (if you signed up and cannot make a meeting, be sure to cancel your appointment). Please use this time to consult with me about the Discussion Board assignments, including your role as Discussion Board moderator, or to ask any other questions about the course materials. *Think of these office hours as mini-study sessions to help you succeed in this course; please get feedback from me before an assignment is due.*

E-mail Etiquette

When you e-mail me, use the following e-mail etiquette instructions; failure to do so may cause delay in my response to your e-mail:

- Subject: in the subject line of the e-mail include “POL 3318” and the specific subject that you are e-mailing me about.
- Salutation: include a proper salutation at the beginning of your e-mail (not just “hey”), and please address me as “Professor de Graauw.”
- Sign your name: include your full name at the bottom of the e-mail.

Student Responsibility to Reach Out

I want everyone to succeed in this class. To that end, I expect all of you to act as responsible adults and communicate with me if something is going on in your life that affects your school performance. If you have trouble comprehending the course materials, contact me. If you are struggling with personal issues that affect your school work, let me know. If I send you an e-mail about the fact that you are not participating in the Discussion Board, do not ignore my e-mail. I have many students and especially in an online course it can be difficult for me to identify those students who might need a little extra help or accommodation. Don’t wait to ask for assistance until it is too late. *I’m here to help.*

Academic Integrity

Plagiarism and cheating—such as copying work (including materials published in books, journals, and newspapers as well as those published on the Internet) in your Discussion Board postings without proper citation, having your work done by someone else, or copying quiz answers from someone—will absolutely *not* be tolerated. Penalties for plagiarism vary, but very serious cases of plagiarism can result in a student getting a failing grade for the course. In addition, I am required by Baruch College to submit a report of suspected academic dishonesty to the Dean of Students Office. This report becomes part of your permanent file, and you may be expelled from Baruch. For details on what constitutes academic dishonesty—including cheating and plagiarism, see this [Baruch website](#). If questions remain, ask me. *Ignorance is not an acceptable excuse.*

Diversity and Respect for Others

In this class, I want us all to be respectful of each other and strive to express our thoughts in a way that is inclusive and mindful of other points of view, identities, and lived experiences. In this class:

- We value the opinions and input of everyone, regardless of their ethnic, racial, or religious background.
- Undocumented students have every right to safety and a quality education as their documented peers.
- We respect women as much as men.
- We respect LGBTQIA+ (lesbian, gay, bisexual, transgender/sexual, queer/questioning, intersex, asexual, nonbinary +) students as much as straight students.
- When and where needed, we accommodate veterans, active duty military personnel, new parents, and individuals with disabilities so they, too, can succeed in this class.

Students who experience discriminatory or other inappropriate behavior at Baruch—by either other students, faculty, or staff—should contact the [Dean of Students Office](#).

Students with Disabilities

It is Baruch College's policy to provide reasonable accommodations to students with disabilities. Students, however, are responsible for registering with the Student Disability Services Office, in addition to making requests for accommodations known to me in a timely manner. If you require accommodations in this course, please e-mail me as soon as possible. For more information, contact the [Student Disability Services Office](#) at disability.services@baruch.cuny.edu.

Writing Support

Students who want or need to improve their writing skills should take advantage of the free services that the Baruch College Writing Center offers that include one-to-one consultations, workshops, peer review groups, written feedback, and online resources. For more information about how to make an appointment and how to prepare for a session with one of the Center's writing consultants, see the [Writing Center website](#); they can be contacted at writing.center@baruch.cuny.edu.

Course Schedule

The course schedule is organized by week. On the Monday of each week, I will post on Blackboard the recorded lecture(s) you need to listen to, along with the assignments for that week. The readings and multimedia materials for the entire semester are already available on Blackboard.

PART 1 ★ The Politics and Policies of Immigrant Admissions & Deportations

1 (8/26-8/30)	Topic	Course Introduction
	Lectures	<ul style="list-style-type: none"> L1: Introduction
	Readings	<ul style="list-style-type: none"> Course syllabus, front to back
	Multimedia	<i>None</i>
	Assignments	<ul style="list-style-type: none"> Familiarize yourself with Blackboard Upload your “avatar image” & add your intro by SUN 8/30 Take quiz by SUN 8/30

2 (8/31-9/6)	Topic	Explaining Immigration Control
	Lectures	<ul style="list-style-type: none"> L2: Why Do We Have Borders?
	Readings	<ul style="list-style-type: none"> Walzer, Michael. 1983. “Membership.” Pp. 341-364 in <i>The Immigration Reader: America in a Multidisciplinary Perspective</i>, edited by David Jacobson. Malden: Blackwell Publishers. Carens, Joseph. 1987. “Aliens and Citizens: The Case for Open Borders.” <i>Review of Politics</i> 49(2): 251-273.
	Multimedia	<ul style="list-style-type: none"> The Wall (podcast, 2020) Should America Open Its Borders? (video, 2014)
	Assignments	<ul style="list-style-type: none"> Discussion Board: <ul style="list-style-type: none"> Post by TH 9/3 Reply by SUN 9/6 Take quiz by SUN 9/6

3 (9/7-9/13)	Topic	Causes of International Migration
	Lectures	<ul style="list-style-type: none"> L3: What Causes International Migration?
	Readings	<ul style="list-style-type: none"> Massey, Douglas S. 1999. “Why Does Immigration Occur? A Theoretical Synthesis.” Pp. 34-52 in the <i>Handbook of International Migration</i>, edited by Charles Hirschman, Philip Kasinitz, and Josh DeWind. New York: Russell Sage Foundation Press.
	Multimedia	<ul style="list-style-type: none"> Migration: Push and Pull Factors (video, 2015) Why Migrant Kids Come to the U.S. Alone (video, 2014) Understanding the Refugee Crisis in Europe, Syria, and Around the World (video, 2015)
	Assignments	<ul style="list-style-type: none"> Discussion Board:

		<p>Post by TH 9/10</p> <p>Reply by SUN 9/13</p> <ul style="list-style-type: none"> • Take quiz by SUN 9/13
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<p>4</p> <p>(9/14-9/20)</p>	Topic	Debating Immigration in the U.S. Context
	Lectures	<ul style="list-style-type: none"> • L4: Debating Immigration in the United States
	Readings	<ul style="list-style-type: none"> • Tichenor, Daniel J. 2002. "The Politics of Immigration Control: Understanding the Rise and Fall of Policy Regimes." Pp. 16-45 in <i>Dividing Lines: The Politics of Immigration Control in America</i>. Princeton: Princeton University Press.
	Multimedia	<ul style="list-style-type: none"> • Immigration Myths (video, 2016) • U.S. Immigrants Face Myths About Immigration (video, 2019) • Immigration Issues and the U.S. Presidential Election (video, 2015)
	Assignments	<ul style="list-style-type: none"> • Discussion Board: • Post by TH 9/10 • Reply by SUN 9/13 • Take quiz by SUN 9/13

<p>5</p> <p>(9/21-9/27)</p>	Topic	Closing the Door on Asian and Southeast European Immigration, 1880s-1920s
	Lectures	<ul style="list-style-type: none"> • L5: Immigration, 1770s-1880s • L6: Immigration, 1880s-1920s
	Readings	<ul style="list-style-type: none"> • Lee, Erika. 2012. "The Chinese Exclusion Example: Race, Immigration, and American Gatekeeping, 1882-1924." <i>Journal of American Ethnic History</i> 21(3): 36-62. • Daniels, Roger. 2004. "The 1920s: The Triumph of the Old Nativism." Pp. 27-58 in <i>Guarding the Golden Door: American Immigration Policy and Immigrants Since 1882</i>. New York: Hill and Wang.
	Multimedia	<ul style="list-style-type: none"> • The Racist History of U.S. Immigration Policy (video, 2016) • The Racist History of U.S. immigration Laws (video, 2019)
	Assignments	<ul style="list-style-type: none"> • <i>No Discussion Board; enjoy the breather</i> • Take quiz by SUN 9/27

<p>6</p> <p>(9/28-10/4)</p>	Topic	The Rebirth of Immigration Since 1965
	Lectures	<ul style="list-style-type: none"> • L7: Immigration Since 1965
	Readings	<ul style="list-style-type: none"> • Daniels, Roger. 2004. "Lyndon Johnson and the End of the Quota System." Pp. 129-144 in <i>Guarding the Golden Door: American Immigration Policy and Immigrants Since 1882</i>. New York: Hill and Wang.
	Multimedia	<ul style="list-style-type: none"> • LBJ Remarks on Signing the 1965 Immigration Law (video, 2015) • 1965 Immigration Law Changed the Face of America (podcast, 2006)
	Assignments	<ul style="list-style-type: none"> • Discussion Board: • Post by TH 10/1 • Reply by SUN 10/4 • Take quiz by SUN 10/4

7 (10/5-10/11)	Topic	Refugee and Asylum Policies
	Lectures	<ul style="list-style-type: none"> L8: Refugee and Asylum Policies
	Readings	<ul style="list-style-type: none"> San Diego Tribune. 2020. Returned, multi-part series on the U.S. asylum system. <p style="text-align: center;">* AND *</p> <ul style="list-style-type: none"> Micinski, Nicholas R. 2018. "Refugee Policy as Foreign Policy: Iraqi and Afghan Refugee Resettlements in the United States." <i>Refugee Survey Quarterly</i> 37(3): 253-278. <p style="text-align: center;">* OR *</p> <ul style="list-style-type: none"> Hamlin, Rebecca. 2015. "Ideology, International Law, and the INS: The Development of American Asylum Politics 1948-Present." <i>Polity</i> 47(3): 320-336.
	Multimedia	<ul style="list-style-type: none"> Seeking Asylum in the United States (podcast, 2018) <p style="text-align: center;">* AND *</p> <ul style="list-style-type: none"> Trump's War on Asylum (podcast, 2020) <p style="text-align: center;">* OR *</p> <ul style="list-style-type: none"> The Out Crowd: Trump's 'Remain in Mexico' Policy (podcast, 2019)
Assignments	<ul style="list-style-type: none"> Discussion Board: <ul style="list-style-type: none"> Post by TH 10/8 Reply by SUN 10/11 Take quiz by SUN 10/11 	

8 (10/12-10/18)	Topic	Undocumented Immigration: National Politics and Policies
	Lectures	<ul style="list-style-type: none"> L9: Undocumented Immigration #1
	Readings	<ul style="list-style-type: none"> Ngai, Mae M. 2014. "Undocumented Migration to the United States: A History." Pp. 2-23 in <i>Hidden Lives and Human Rights in the United States: Understanding the Controversies and Tragedies of Undocumented Immigration</i>, edited by Lois Ann Lorentzen. Santa Barbara: ABC-CLIO. Bosniak, Linda. 2013. "Amnesty in Immigration: Forgetting, Forgiving, Freedom." <i>Critical Review of International Social and Political Philosophy</i> 16(3): 344-365.
	Multimedia	<p>Choose 2 out of 4:</p> <ul style="list-style-type: none"> DACA (podcast, 2020) What It's Like to Be Undocumented (podcast, 2018) The Deportation Machine: America's Long History with Expelling Immigrants (podcast, 2020) Lost in Detention (video, 2011)
Assignments	<ul style="list-style-type: none"> Optional extra credit assignment, TBA Take quiz by SUN 10/18 	

	Topic	Undocumented Immigration: State and Local Politics and Policies
	Lectures	<ul style="list-style-type: none"> L10: Undocumented Immigration #2
	Readings	<ul style="list-style-type: none"> de Graauw, Els. 2017. "Filling the Federal Policy Void: State and Local Responses to Undocumented Immigration in the United States." Pp.

9 (10/19-10/25)		265-290 in <i>Twenty-First-Century Immigration to North America: Newcomers in Turbulent Times</i> . Victoria M. Esses and Donald E. Abelson, editors. Montreal and Kingston: McGill-Queen's University Press. <ul style="list-style-type: none"> Kotlowitz, Alex. 2016. "The Limits of Sanctuary Cities." <i>The New Yorker</i>, November 23.
	Multimedia	<ul style="list-style-type: none"> What Are Sanctuary Cities? (podcast, 2018) San Francisco as a Sanctuary City: A Story of Blame, Tragedy, and Debate (podcast, 2017)
	Assignments	<ul style="list-style-type: none"> Discussion Board: Post by TH 10/22 Reply by SUN 10/25 Take quiz by SUN 10/25

10 (10/26-11/1)	Topic	Trump's Immigration Policies
	Lectures	<ul style="list-style-type: none"> L11: Trump's Immigration Policies
	Readings	<i>Skim (this is a long policy report):</i> <ul style="list-style-type: none"> Pierce, Sarah, and Jessica Bolter. 2020. <i>Dismantling and Reconstructing the U.S. Immigration System: A Catalog of Changes under the Trump Presidency</i>. Washington, DC: Migration Policy Institute.
	Multimedia	<i>Choose 2 out of 4:</i> <ul style="list-style-type: none"> How We Got Here (podcast, 2020) The Trump Travel Bans (podcast, 2020) Kids in Cages (podcast, 2020) The History of Public Charge (podcast, 2019)
	Assignments	<ul style="list-style-type: none"> Discussion Board: Post by TH 10/29 Reply by SUN 11/1 Take quiz by SUN 11/1

11 (11/2-11/8)	Topic	Immigration and the 2016 and 2020 Presidential Elections
	Lectures	<ul style="list-style-type: none"> L12: Immigration and Presidential Elections
	Readings	<ul style="list-style-type: none"> McDaniel, Paul. 2016. "How They Stack Up: The Republican Party/Trump, the Democratic Party/Clinton, and the Libertarian and Green Parties." <i>The Migrationist</i>. AS/COA. 2020. "U.S. 2020: The Democratic Candidates on Immigration."
	Multimedia	<ul style="list-style-type: none"> 2020 Democratic Presidential Debate: Immigration (video, 2020) Joe Biden on Immigration (video, 2018) What's In Play: Trump vs. Biden on Immigration (video, 2020)
	Assignments	<ul style="list-style-type: none"> <i>No Discussion Board; enjoy the breather</i> <i>No quiz</i>

PART 2 ★ The Politics and Policies of Immigrant Integration & Exclusion

12 (11/9-11/15)	Topic	Theorizing Immigrant Integration and Exclusion
	Lectures	<ul style="list-style-type: none"> L13: Theorizing Immigrant Integration/Exclusion L14: Challenges to Integration – Race, Ethnicity, and Undocumented Status
	Readings	<ul style="list-style-type: none"> Brown, Susan K., and Frank D. Bean. 2006. “Assimilation Models, Old and New: Explaining a Long-Term Process.” Washington, DC: Migration Policy Institute. <p style="text-align: center;">* AND *</p> <ul style="list-style-type: none"> Alba, Richard, and Nancy Foner. 2015. “The Problems and Paradoxes with Race.” Pp. 98-117 in <i>Strangers No More: Immigration and the Challenges of Integration in North America and Europe</i>. Princeton: Princeton University Press. <p style="text-align: center;">* OR *</p> <ul style="list-style-type: none"> Abrego, Leisy Janet. 2006. “‘I Can’t Go to College Because I Don’t Have Papers:’ Incorporation Patterns of Latino Undocumented Youth.” <i>Latino Studies</i> 4(3): 212-231.
	Multimedia	<ul style="list-style-type: none"> Who Gets to Decide What ‘Assimilation’ Means? (podcast, 2017) Undocumented in the Pandemic (video, 2020) Undocumented and Black in America (video, 2018)
	Assignments	<ul style="list-style-type: none"> Discussion Board: <ul style="list-style-type: none"> Post by TH 11/12 Reply by SUN 11/15 Take quiz by SUN 11/15

13 (11/16-11/22)	Topic	Linguistic Integration and Immigrant Language Rights
	Lectures	<ul style="list-style-type: none"> L15: Linguistic Integration
	Readings	<ul style="list-style-type: none"> Youdelman, Mara K. 2008. “The Medical Tongue: U.S. Laws and Policies on Language Access.” <i>Health Affairs</i> 27(2): 424-433. <p style="text-align: center;">* OR *</p> <ul style="list-style-type: none"> de Graauw, Els. 2015. “Polyglot Bureaucracies: Nonprofit Advocacy to Create Inclusive City Governments.” <i>Journal of Immigrant and Refugee Studies</i> 13(2): 156-178.
	Multimedia	<ul style="list-style-type: none"> Translating Health Care (video, 2009) Language Barriers in Education (video, 2014)
	Assignments	<ul style="list-style-type: none"> Discussion Board: <ul style="list-style-type: none"> Post by TH 11/19 Reply by SUN 11/22 Take quiz by SUN 11/22

	Topic	Civic Integration and Immigrant Identification Rights
	Lectures	<ul style="list-style-type: none"> L16: Civic Integration
	Readings	<ul style="list-style-type: none"> de Graauw, Els. 2014. “Municipal ID Cards for Undocumented

14 (11/23-11/29)		Immigrants: Local Bureaucratic Membership in a Federal System.” <i>Politics & Society</i> 42(3): 309-330.
	Multimedia	<ul style="list-style-type: none"> • Municipal ID Cards (video, 2015) • Driver’s Licenses for People in the U.S. Illegally: The Debate Explained (video, 2020) • NY Lawmakers Approve Bill Allowing Driver’s Licenses for Undocumented Immigrants (video, 2019)
	Assignments	<ul style="list-style-type: none"> • <i>Optional extra credit assignment, TBA</i> • <i>No quiz</i>

15 (11/30-12/6)	Topic	Immigrant Citizenship and Voting Rights
	Lectures	<ul style="list-style-type: none"> • L17: Naturalization and Citizenship • L18: Political Integration
	Readings	<ul style="list-style-type: none"> • Chen, Ming Hsu. 2020. “Pursuing Citizenship in the Enforcement Era.” Pp. 1-17 in <i>Pursuing Citizenship in the Enforcement Era</i>. Stanford: Stanford University Press. • de Graauw, Els. 2013. “Immigrants and Political Incorporation in the United States.” Pp. 1875-1892 in <i>Immigrants in American History: Arrival, Adaptation, and Integration</i>, edited by Elliott Robert Barkan. Santa Barbara: ABC-CLIO Books.
	Multimedia	<ul style="list-style-type: none"> • Birthright Citizenship and the 14th Amendment (podcast, 2018) • Should Non-U.S. Citizens Be Allowed to Vote in Local Elections? (podcast, 2018)
	Assignments	<ul style="list-style-type: none"> • Discussion Board: <ul style="list-style-type: none"> • Post by TH 12/3 • Reply by SUN 12/6 • Take quiz by SUN 12/6

16 (12/7-12/13)	Topic	Building Government Institutions to Promote Immigrant Integration
	Lectures	<ul style="list-style-type: none"> • L19: Immigrant Affairs Offices and New American Leaders
	Readings	<ul style="list-style-type: none"> • de Graauw, Els. 2018. “City Immigrant Affairs Offices in the United States: Taking Local Control of Immigrant Integration.” Pp. 168-181 in <i>The Routledge Handbook of the Governance of Migration and Diversity in Cities</i>. Tiziana Caponio, Peter Scholten, and Ricard Zapata-Barrero, editors. London and New York: Routledge. • New American Leaders Project. 2016. <i>States of Inclusion: New American Journeys to Elected Office</i>. New York: New American Leaders Project.
	Multimedia	<ul style="list-style-type: none"> • Sayu Bhojwani on New American Government Leaders (podcast, 2020) • Meet San Diego’s First Immigration Affairs Manager (podcast, 2019) • Queens County DA’s Office of Immigrant Affairs (video, 2016)
	Assignments	<ul style="list-style-type: none"> • Discussion Board: <ul style="list-style-type: none"> • Post by TH 12/10 • Reply by SUN 12/13 • Take quiz by SUN 12/13