

POS 394: Politics of U.S. Immigration

Fall 2021 – Class #91717

Tuesdays and Thursdays 1:30 PM – 2:45 PM	Instructor Professor Angie Bautista-Chavez
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Syllabus Note: This syllabus will be updated according to necessary changes due to the ongoing and unfolding pandemic. Please refer to Announcements via the course Canvas page for up-to-date information. [Updated Syllabus Date: August 18, 2021].

1. Course Description

The politics of U.S. immigration policy have long animated American politics. This course reviews cutting-edge research that examines the making, implementation, enforcement, and contestation of contemporary U.S. immigration policy. First, students will learn how politics at the local, state, and national levels interact to shape U.S. immigration law and policy. Students will learn about the lawmaking powers of the three branches of government, and how the politics of race and ethnicity shape U.S. immigration policy. Second, students will learn about implementation and enforcement. Students will learn how immigration policy shapes the lives of immigrants and mixed-status families, and how immigration policy interacts with other social policies to shape health, education, and economic outcomes across immigrant communities. Finally, students will learn about the contestation and future of immigration policy. Students will learn about the political mobilization of citizens and non-citizens, and current social movements seeking to shape policy priorities and agendas. The course will draw on research from other countries to illustrate global patterns. Assigned readings will include research by political scientists, sociologists, historians, economists, anthropologists, ethnic studies scholars, and policy analysts.

2. Course Objectives

By the end of the semester, students will be able to:

- a. Explain the major political, economic, and social factors that shape the substance of U.S. immigration laws and policies.
- b. Describe the historical and political development of legal and citizenship categorizations.
- c. Describe the shared and contested immigration policymaking powers between branches of government and between levels of government.
- d. Describe the substance and effects of immigration enforcement as it varies across political geographies.
- e. Describe barriers and opportunities to reforming immigration policy and its implementing bureaucracies.
- f. Describe the spillover and linkages between immigration policy and other social policies areas like education and health.
- g. Provide well-researched analysis of a specific immigration-related issue.

3. Course Books

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For Purchase

- Tichenor, Daniel. 2002. *Dividing Lines: The Politics of Immigration Control in America*. Princeton, NJ: Princeton University Press.
- Loyd, Jenna M. and Mountz, Alison. 2018. *Boats, Borders, and Bases: Race, the Cold War, and the Rise of Migration Detention in the United States*. University of California Press.

Available Online through ASU Library

- Ngai, Mae. 2004. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton, NJ: Princeton University Press.
- Armenta, Amada. 2017. *Protect, Serve, and Deport*. University of California Press.
- Escudero, Kevin. 2020. *Organizing While Undocumented: Immigrant Youth's Political Activism Under the Law*. New York University Press.

4. Grading and Requirements

Below are the graded elements in this course. Each element will be scored on a traditional 0-to-100 basis. But they are not all weighted the same. Here is how much each will be worth as a percentage of the overall course grade:

Assignment	Type of Grade	Due Date	Total Points
Class Participation	Individual	Ongoing	20 points
3-2-1 Prompt	Individual	Every Monday by 11:59 PM	20 points
Group Project Charter	Group	Monday, September 6 by 11:59 PM	Ungraded
Short Paper 1	Group	Monday, September 13 by 11:59 PM	10 points
Fact Sheet	Individual	Monday, September 27 by 11:59 PM	10 points
Annotated Bibliography	Individual	Monday, October 18, by 11:59 PM	10 points
Briefing and Q&A	Group	In-Class on Tuesday, November 16 and Thursday, November 18	10 points
Final Paper	Group	Monday, December 6, by 11:59 PM	20 points
		TOTAL	100

5. Grading Scale

Letter Grade	Points
A+	97 – 100
A	93 – 96
A-	90 – 92
B+	87 – 89
B	83 – 86

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B-	80 – 82
C+	77 – 79
C	70 – 76
D	60 – 69
E	Below 60

ASU does not allow instructors to give course grades of C-, D+, or D-. Per ASU’s Student Services Manual, “A grade of Incomplete is given by the instructor only when a student doing acceptable work is unable to complete a course because of illness or other conditions beyond the student’s control. The student and instructor must complete a Request for Grade of Incomplete form.”

6. ASU Novel Coronavirus Policies

Novel Coronavirus Updates and Resources

The ASU Health Services website is Arizona State University’s official source of information about the Novel Coronavirus and important tips and precautions you can take to stay healthy. This website is updated regularly with information about the Novel Coronavirus affecting the ASU community. For the latest information on these efforts and your role as a student, please refer to: <https://eoss.asu.edu/health/announcements/coronavirus>.

We understand that the current situation is causing stress for all members of the ASU community. We will all need to be flexible and respond to situations as they arise. If at any time you are concerned about your health or wellbeing, feel free to contact ASU Health Services (<https://eoss.asu.edu/health/contact>) or ASU Counseling Services (<https://eoss.asu.edu/Counseling>).

Implementation of ASU Face Cover Policy

Please take a moment and review ASU’s face covering policy: <https://www.asu.edu/about/fall-2021#face-coverings>.

As announced on July 30, 2021, consistent with CDC guidelines for colleges and universities, ASU strongly recommends that everyone wear a face cover when inside a university building. In addition, face coverings will be required in certain indoor settings, i.e., where distancing may not be possible. These include the following:

- Classrooms and teaching or research labs where distancing is not possible.
- All ASU clinical programs and centers that serve the general public, such as the ASU Health Centers, Child Development Laboratory, and Counselor Training Center (the “Programs”), whether on- or off-campus.
- Meeting rooms, workshop, design or production studios, and other indoor settings where distancing is not possible.

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Additionally, consistent with CDC guidance, face covers may be recommended in selected outdoor settings or activities where distancing cannot be attained.

Our Classroom

Attendance for this class is required. I also plan to have in-class group activities. While there are aspects of the course I cannot change myself (for example, the designated classroom), there are in-class elements that might help you and other students feel more comfortable attending and participating in class discussions and activities. When, and if possible, students will sit 6 feet apart. I will work to make sure that our classroom is equipped with hand sanitizer and masks. During our first day of class, and throughout the semester, we will discuss in-classroom accommodations that might help you feel more comfortable attending in-person. Please do not hesitate to share your ideas for enhancing classroom safety.

7. Course Policies and Procedures

Communication with Professor

Prior to emailing the instructor with a question, please check the syllabus, assignment criteria documents, any announcements, and existing posts. If you do not find an answer, email your question to your assigned instructor. You can expect a response within 48 hours on weekdays, between 9:00 AM and 5:00 PM Arizona Mountain Standard Time.

Email and Canvas Communications

All email communication for this class will be done through your ASU email account and the Canvas site. You should be in the habit of checking the course Canvas site regularly as you will receive important information about your class(es) and other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via your ASU email or Canvas. For help with your email log into your MyASU account and under the Service tab you can file a “new ticket” to get assistance.

Submitting Assignments

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of the Canvas course. Do not submit an assignment via e-mail unless arrangements have been made to do so.

Drop and Add Dates/Withdrawals

Please refer to the academic calendar (<https://students.asu.edu/academic-calendar>) to learn more about key dates and deadlines, including add and drop deadlines. Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following policies: Withdrawal from Classes (<https://www.asu.edu/aad/manuals/ssm/ssm201-08.html>) and Medical/Compassionate Withdrawal (<https://www.asu.edu/aad/manuals/ssm/ssm201-09.html>).

Academic Integrity

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Academic honesty is expected of all students. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including work found on the internet), and failing to turn in your own work for group projects. If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Possible sanctions include, but are not limited to, appropriate grade penalties, course failure as indicated on the transcript as a grade of "E", course failure due to academic dishonesty as indicated on the transcript as a grade of XE, loss of registration privileges, disqualification, and dismissal. For more information, visit the Office of the University Provost's page on Academic Integrity (<https://provost.asu.edu/academic-integrity>).

Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation. If you directly quote a source, you must use quotation marks and cite the author, date, and page number. Turning in an assignment, all or in part, that you completed for a previous class is considered self-plagiarism and falls under these guidelines as well. Infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations.

Students should also know that electronically submitted work can be scanned using plagiarism software, which compares the text against everything posted on the internet, online articles, paper databases, newspapers, magazines, and papers submitted by other students.

Incompletes

A course grade of "Incomplete" will be given only in extreme situations because unfortunately most students who request an incomplete never finish the course. The Incomplete Grade Request form is available under the Academic Record Forms section (<https://students.asu.edu/forms/registration/regforms.html>). The form must be completed by the student, and must be signed by the student, instructor, and the school director. Students are required to arrange plans to complete course requirements with the instructor. Students should be proactive and discuss this with the instructor before the end of the semester. Students who do not complete this form before the end of the semester cannot be given an incomplete and will be awarded a grade based on the work they have completed. Students have one calendar year to make up the work. After that, the "I" grade becomes a permanent "E" (failing) grade.

Late Assignment Policy

Reference the class schedule for specific due dates. Unless otherwise noted, late assignments will not be accepted. Allowances for documented emergencies will be made on a case-by-case basis. However, such allowances must be requested in advance if possible or as soon as is feasible, whichever is sooner. Advanced written or e-mailed notice that you will miss a class or have to turn in an assignment late could help your cause.

Grade Appeal Policy

ASU has formal and informal channels to appeal a final course grade (<https://catalog.asu.edu/appeal>). Grades on a particular assignment may be appealed within one

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week of receiving the grade. To appeal, please review the rubrics and identify specific points that you believe you earned but for which you were not given credit. For each point that you are appealing, write a brief statement (1-3 sentences) using comment bubbles to explicitly name the criteria you are appealing and to explain why you believe you earned those points. Please include evidence supporting your statement and highlighting a section of your paper that fulfills those criteria. Appeals should be sent via email.

Student Conduct

Students are required to read and act in accordance with the Student Code of Conduct (<https://eoss.asu.edu/dos/srr/codeofconduct>). Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course (<https://www.asu.edu/aad/manuals/ssm/ssm201-10.html>).

Professionalism in the Classroom

The classroom is an important learning environment. Students are asked to contribute to a collegial atmosphere where ideas can be exchanged, discussed, and debated freely by avoiding disruptions through their own behavior and the distractions of their technology. Disruptive, threatening, or violent behavior will be dealt with according to the policies in the Student Services Manual, SSM 104-02 (<https://www.asu.edu/aad/manuals/ssm/ssm104-02.html>).

Policy Against Threatening Behavior

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Disruptive, threatening, or violent behavior will be dealt with according to the policies in the Student Services Manual, SSM 104-02 (<https://www.asu.edu/aad/manuals/ssm/ssm104-02.html>).

Electronics in the Classroom

To minimize disruptions, students should silence their phones and other devices. The use of laptops and tablets during class will be permitted only for accessing electronic readings, notetaking, in-class activities, or project related research.

Absences

Absences can be excused for religious observances or practices that are in accord with (<https://www.asu.edu/aad/manuals/acd/acd304-04.html>) or university sanctioned events/activities that are in accord with (<https://www.asu.edu/aad/manuals/acd/acd304-02.html>).

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Attendance and participation in class activities is an essential part of the learning process, and students are expected to attend class regularly. Some absences are, however, unavoidable. Excused absences for classes will be given without penalty to the grade in the case of (1) a university-sanctioned event [ACD 304-02]; (2) religious holidays [ACD 304-04; a list can be found here <https://eoss.asu.edu/cora/holidays>]; (3) work performed in the line-of-duty according [SSM 201-18]; and (4) illness, quarantine or self-isolation related to illness as documented by a health professional.

Anticipated absences for university-sanctioned events, religious holidays, or line-of-duty activity should be communicated to the instructor via ASU email as earliest before the expected absence as possible.

Absences for illness, quarantine or self-isolation related to illness should be documented by a health professional and communicated to the instructor as soon as possible via ASU email.

Excused absences do not relieve students from responsibility for any part of the course work required during the period of absence. Faculty will provide accommodations that may include participation in classes remotely, access to recordings of class activities, and make-up work. If there is a disagreement as to whether an absence should be accommodated, the instructor and student should contact the academic unit chair immediately for resolution.

Student Accessibility and Inclusive Learning Services

Student Accessibility and Inclusive Learning Services is the ASU unit that is charged with the responsibility of facilitating access, through the provision of reasonable and appropriate accommodations and services, as defined under Title II of the Americans with Disabilities Act (1990, 2008) and the Rehabilitation Act of 1973, for qualified ASU students with disabilities. Students can learn more by reading Section 701-01 of the Student Services Manual (<https://www.asu.edu/aad/manuals/ssm/ssm701-01.html>) and visit the Student Accessibility and Inclusive Learning Services webpage (<https://eoss.asu.edu/accessibility>).

Sexual Violence and Harassment

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/>.

As mandated reporters, instructors are obligated to report any information they become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU

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Counseling Services (<https://eoss.asu.edu/counseling>) is available if you would like to discuss your concerns confidentially and privately.

Writing Tutoring

The Writing Center helps students at every stage of the writing process and with all types of assignments and genres of writing. The Writing Center operates on a peer-to-peer, collaborative model where students meet one-on-one with a writing tutor in 25-minute appointments. Tutors are ASU students who undergo training each semester that provides them with tools and strategies to discuss students' writing goals.

With the beginning of the Fall 2021 semester, the Writing Center will resume offering in-person appointments in their centers on the four Phoenix Metropolitan Area Campuses. For location details, please visit [ASU Writing Center](#). These centers will be open Monday through Friday from 11:00 a.m. to 3:00 p.m. In addition, they are offering the following additional writing tutoring hours via their Online Center in Arizona time live via Zoom:

- Monday through Thursday: 10:00 a.m. - 9:00 p.m.
- Friday: 10:00 a.m. - 3:00 p.m.
- Sunday: 5:00 p.m. - 9:00 p.m.

Additional Campus Resources

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help, and opportunities to get involved in student clubs and organizations.

- Writing Center: <https://tutoring.asu.edu/student-services/writing-centers>
- Tutoring: <https://tutoring.asu.edu/student-services/tutoring>
- Counseling Services: <https://eoss.asu.edu/counseling>
- Financial Aid and Scholarships: <https://students.asu.edu/financial-aid>
- Majors and Degree Exploration: <https://degrees.asu.edu/>
- Career Services: <https://career.asu.edu/>
- Student Organizations: <https://eoss.asu.edu/clubs>
- Food Resources: <https://www.sfigsso.org/home/resources/food-resources>

8. Description of Each Graded Element

Assignment	Description
Class Participation	This class requires informal, but informed, involvement in class discussions and activities. It is not intended to be purely lecture-based. I will facilitate discussions often by asking guiding questions or by providing worksheets intended to spur discussion as students think through the topics and readings. I may have small groups deliberate on a question or scenario during class, and then report back. I will also make time for students to develop their projects

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	<p>during in-class workshops. Students are expected to actively listen, respond to, and politely question or comment on their classmates' research-related brainstorming sessions and presentations.</p>
3-2-1 Prompt	<p>Every week, students will submit a written response called a "3-2-1 prompt" demonstrating they engaged with the required readings. The main goal is to induce students to do the readings on time and to think carefully about them, so students can keep up with the material and are ready to contribute to class discussions.</p> <p>Students will complete a 3-2-1 prompt by doing the following: Identify 3 concepts or terms that are important or need clarification from the readings. Make 2 connections between the readings and a recent event or a lived experience. List 1 clarifying question you have about the reading, or a profound question that emerged from the reading for you. In summary: 3 concepts, 2 connections, and 1 question.</p> <p>I will drop the two lowest writing assignment scores when calculating this part of the grade. There are no makeups for missed prompts, which will be scored as 0's. Assuming students don't miss more than two, those zeroes will end up being dropped. Each individual prompt will constitute only a small part of the grade, but collectively they are very important.</p>
Short Paper 1: Topic and Research Question	<p>Short Paper 1 is a first step towards the final group paper. Short Paper 1 is a group paper. The purpose of this first paper being a group paper is that it helps students narrow down a specific topic relevant to the course that is of interest to all students in the group. Prior to writing Short Paper 1, students will set the terms of their group roles and responsibilities by completing a Group Charter. I will provide a template charter.</p> <p>In Short Paper 1, students will articulate a topic and research question. Your group should also report and explain your selection of one final paper option: Research Prospectus, Policy Brief, or Literature Review.</p> <p>Paper length should be between 500 and 750 words.</p> <p>I will also provide students an opportunity to brainstorm their group topic in-class prior to the deadline. Students should refer to the paper instructions for more details regarding how to write a strong paper.</p>
Fact Sheet	<p>The Fact Sheet is a second step towards the final paper. The Fact Sheet is an individual assignment, but students should coordinate with group members.</p> <p>This assignment involves making a factsheet, which is a short and concise summary of statistics, concepts, and key information about a topic. For this</p>

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	<p>assignment, the topic is the research question your team is hoping to address in your final paper.</p> <p>Students will individually conduct research and compile facts on a specific dimension of the problem and a narrow set of indicators. Students will then put these facts and figures together, along with a discussion of the facts, into a factsheet using charts and graphs, bullet points, text boxes, or other graphics. Students are required to include at least 3 different sources.</p> <p>Fact Sheet length should be between 250 and 500 words.</p> <p>I will provide students an opportunity to share their ongoing progress on their Fact Sheet in-class prior to the deadline. Students should refer to the assignment instructions for more details regarding how to write a strong factsheet.</p>
Annotated Bibliography	<p>An Annotated Bibliography is a third step towards the final paper. The Annotated Bibliography is an individual assignment, but students should coordinate with group members.</p> <p>Annotated bibliographies allow students to organize their research and keep track of the origin, content, and quality of each of their academic sources. To write an Annotated Bibliography, students will list, summarize, and provide an evaluation of 3 relevant scholarly sources on their topic (e.g., books by experts on the topic, academic journal articles, government reports, research reports by credible think tanks).</p> <p>Annotated Bibliography should include 3 external sources and the length should be between 500 and 750 words.</p> <p>I will provide students an opportunity to share their ongoing progress on their Annotated Bibliography in-class prior to the deadline. Students should refer to the assignment instructions for more details regarding how to write a strong annotated bibliography.</p>
Briefing and Q&A	<p>This assignment asks students to do two things. Groups will first present an overview of their research. This is called a briefing because students will provide an informative summary of the topic or issue they have specialized in throughout the course. Students must provide key information about their topic, policy, or issue, including a description of the problem or research question, facts and figures. Students can also include key findings, or informed policy recommendations given the research they have conducted. The second part is the facilitation of a Q&A. Students are expected to listen attentively, and to ask questions that will help the presenting group make progress towards completing their final paper.</p>

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	<p>Presentations should be 10 minutes long and Q&A will be 5 minutes long.</p>
Final Paper	<p>Students will write a group final paper. Each group can choose between a Research Paper, Policy Brief, or a Literature Review. The final paper will explore in detail some specific topic relevant to the course.</p> <p>Aim for a paper of 10 double-spaced pages of text (i.e., not including cover page, references, etc.).</p> <p>All research papers should involve significant outside research, citing at least five scholarly sources. This minimum of five scholarly sources does not include the assigned readings in this class, although students are highly encouraged to use the sources they identified in their Fact Sheets and their Annotated Bibliographies.</p> <p>The paper will be due on the Monday morning of final-exam week. I will share more specific instructions, including some ideas for possible topics, early in the semester. I will then help students from groups of 2-4 members according to their topics of interests.</p> <p>Students will identify their topic early in the course and will incrementally develop their final group, as guided by Short Paper 1, Fact Sheet, and the Annotated Bibliography.</p> <p>Papers will need to be relevant to some aspect of immigration politics and immigration policy, but beyond that I am open as to the subject matter.</p> <p>For example, papers could be about particular policies in the United States (past or present), policies in a specific U.S. state or local government, or might compare a policy across units (examples: undocumented students' access and experiences in higher education across universities or across states; the mobilization strategies of immigrant-led organizations across immigrant groups or across generations; the experiences of immigrants across types of citizenship categories (undocumented, naturalized, TPS, DACA); a comparison of immigration enforcement contexts across the United States).</p> <p>Papers will be graded partly on organization and writing style, but mainly on content and analysis. To help make sure you have sufficient time to complete your research and writing, the last two weeks of class have no assigned readings.</p> <p>Refer to the description of the Research Paper, Policy Brief, and Literature Review.</p>

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9. Topics and Readings

Week 0 –	
Thu, Aug 19	Introduction to Course
<i>Objective</i>	<i>Learn about the instructor, course objectives, and course materials.</i>
Reminders	<ul style="list-style-type: none"> • Come to class prepared to share 3 topics you are interested in learning more about, 2 reasons you are taking this class, and 1 question about the class.
Required Reading	<ul style="list-style-type: none"> • Syllabus

Week 1 –	
Tue, Aug 24 and Thu, Aug 26	Module: Immigration Policymaking Powers
<i>Objectives</i>	<i>Students will learn about the immigration lawmaking powers of the three branches of government.</i>
Reminders	<ul style="list-style-type: none"> • Submit 3-2-1 prompt by Monday by 11:59 PM. • Students will organize themselves into groups, with the help of the instructor.
Required Reading	<ul style="list-style-type: none"> • Cox, Adam B. and Rodriguez, Cristina M. 2009. The President and Immigration Law. <i>Yale Law Journal</i> 119 (3): 458-547.

Week 2 –	
Tue, Aug 31 and Thu, Sep 2	Module: Politics of Immigration Policy
<i>Objectives</i>	<i>Students will learn how politics at the local, state, and national levels interact to shape U.S. immigration law and policy, and how the politics of race and ethnicity shape U.S. immigration policy.</i>
Reminders	<ul style="list-style-type: none"> • Submit 3-2-1 prompt by Monday by 11:59 PM. • Students will have the opportunity to discuss their Group Project Charter 1 in-class on Thursday, September 2nd. • Group Project Charter due on Monday, Sep 6 by 11:59 PM.
Required Reading	<ul style="list-style-type: none"> • Tichenor, Daniel. 2002. <i>Dividing Lines: The Politics of Immigration Control in America</i>. Princeton, NJ: Princeton University Press. *Read CH 1 and CH 2.

<i>*Deadline</i>	<i>Group Project Charter due Monday, Sep 6 by 11:59 PM</i>
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Week 3 –	
Tue, Sep 7 and Thu, Sep 9	Module: Legality, Illegality, and Liminal Legality

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<i>Objectives</i>	<i>Students will learn how politics has shaped the creation of legal and citizenship categories.</i>
Reminders	<ul style="list-style-type: none"> • Submit 3-2-1 prompt by Monday by 11:59 PM. • Students will workshop their Short Paper 1 in-class on Thursday, September 9. • Short Paper 1 due on Monday, September 13 by 11:59 PM.
Required Reading	<ul style="list-style-type: none"> • Mae Ngai. 2004. <i>Impossible Subjects: Illegal Aliens and the Making of Modern America</i>. Princeton, NJ: Princeton University Press. *Read CH 1, CH 2, and CH 3 • Menjívar, Cecilia. 2006. “Liminal Legality: Salvadoran and Guatemalan Immigrants’ Lives in the United States.” <i>American Journal of Sociology</i> 111 (4): 999–1037.

<i>*Deadline</i>	<i>Short Paper 1 (Group) due Monday, September 13 by 11:59 PM</i>
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Week 4 –	
Tue, Sep 14 and Thu, Sep 16	Module: Immigration Federalism and the Role of States and Local Governments
<i>Objectives</i>	<i>Students will learn about the shared and contested immigration policymaking powers between levels of government.</i>
Reminders	<ul style="list-style-type: none"> • Submit 3-2-1 prompt by Monday by 11:59 PM.
Required Reading	<ul style="list-style-type: none"> • Varsanyi, Monica W., Paul G. Lewis, Doris M. Provine, and Scott Decker. 2012. “A Multilayered Jurisdictional Patchwork: Immigration Federalism in the United States.” <i>Law & Policy</i> 34 (2): 138–58.

Week 5 –	
Tue, Sep 21 and Thu, Sep 23	Module: Public Opinion
<i>Objectives</i>	<i>Students will learn about the factors that shape public opinion towards immigration.</i>
Reminders	<ul style="list-style-type: none"> • Submit 3-2-1 prompt by Monday by 11:59 PM. • Students will workshop their Fact Sheets in-class on Thursday, September 23. • Fact Sheet due on Monday, September 27 by 11:59 PM.
Required Reading	<ul style="list-style-type: none"> • Ted Brader, Nicholas A. Valentino, Elizabeth Suhay. 2008. “What Triggers Public Opposition to Immigration? Anxiety, Group Cues, and Immigration Threat.” <i>American Journal of Political Science</i> 52 (4): 959–978.

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	<ul style="list-style-type: none"> • Pérez, Efrén, O. 2014. “Xenophobic Rhetoric and Its Political Effects on Immigrants and Their Co-Ethnics.” <i>American Journal of Political Science</i> 59 (3): 549–564.
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<i>*Deadline</i>	<i>Fact Sheet (Individual) due Monday, September 27 by 11:59 PM</i>
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Week 6 –	
Tue, Sep 28 and Thu, Sep 30	Module: On-the-Ground Enforcement
<i>Objectives</i>	<i>Students will learn about the implementation of U.S. immigration enforcement.</i>
Reminders	<ul style="list-style-type: none"> • Submit 3-2-1 prompt by Monday by 11:59 PM. • Guest Speaker from Hope Border Institute.
Required Reading	<ul style="list-style-type: none"> • Amada Armenta. 2017. <i>Protect, Serve, and Deport</i>. University of California Press. *Read CH 1, CH 2, CH 3

Week 7 –	
Tue, Oct 5 and Thu, Oct 7	Module: Beyond Borders and Externalization
<i>Objectives</i>	<i>Students will learn about the implementation of U.S. immigration enforcement within the interior of the United States and beyond U.S. borders.</i>
Reminders	<ul style="list-style-type: none"> • Submit 3-2-1 prompt by Monday by 11:59 PM.
Required Reading	<ul style="list-style-type: none"> • Cecilia Menjívar. 2014. “Immigration Law Beyond Borders: Externalizing and Internalizing Border Controls in an Era of Securitization.” <i>Annual Review of Law and Social Science</i> 10: 353-369. • Valdivia, Carolina. 2019. “Expanding Geographies of Deportability: How Immigration Enforcement at the Local Level Affects Undocumented and Mixed-Status Families.” <i>Law & Policy</i> 41 (1): 103-119.

Week 8 –	
Tue, Oct 12 and Thu, Oct 14	Fall Break and Student In-Class Workshop
<i>Objectives</i>	<i>Share ongoing progress on Annotated Bibliographies.</i>
Reminders	<ul style="list-style-type: none"> • Students will workshop their annotated bibliographies in-class on Thursday, October 14. • Annotated Bibliography due on Monday, October 18 by 11:59 PM.
Required Reading	NA.

<i>*Deadline</i>	<i>Annotated Bibliography (Individual) due Monday, October 18, by 11:59 PM</i>
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Week 9 –	
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Tue, Oct 19 and Thu, Oct 21	Module: The Politics of Asylum
Reminders	<ul style="list-style-type: none"> Submit 3-2-1 prompt by Monday by 11:59 PM.
Required Reading	<ul style="list-style-type: none"> Loyd, Jenna M. and Mountz, Alison. <i>Boats, Borders, and Bases: Race, the Cold War, and the Rise of Migration Detention in the United States</i>. University of California Press. *Read CH 1, CH 2, CH 5

Week 10 –	
Tue, Oct 26 and Thu, Oct 28	Module: Immigrants as Political Actors
<i>Objectives</i>	<i>Students will learn about the political behavior of immigrants and the role of immigrants in shaping immigration policy priorities, framings, and agendas.</i>
Reminders	<ul style="list-style-type: none"> Submit 3-2-1 prompt by Monday by 11:59 PM.
Required Reading	<ul style="list-style-type: none"> Carlos, Roberto F. 2021. “The Politics of the Mundane.” <i>American Political Science Review</i> 115 (3): 775 – 789. Escudero, Kevin. 2020. <i>Organizing While Undocumented: Immigrant Youth's Political Activism Under the Law</i>. New York University Press. *Read CH 2 and CH 3 Zepeda-Millán, Chris. 2016. “Weapons of the (Not So) Weak: Immigrant Mass Mobilization in the U.S. South.” <i>Critical Sociology</i>.

Week 11 –	
Tue, Nov 2 and Thu, Nov 4	Module: Immigrant Lives, Immigrant Families
<i>Objectives</i>	<i>Students will learn about how immigration policy directly and indirectly affects the lives of immigrants and their families.</i>
Reminders	<ul style="list-style-type: none"> Submit 3-2-1 prompt by Monday by 11:59 PM.
Required Reading	<ul style="list-style-type: none"> Menjívar, Cecilia and Leisy J. Abrego. 2012. “Legal Violence: Immigration Law and the Lives of Central American Immigrants.” <i>American Journal of Sociology</i>. 117 (5): 1380–1421. Enriquez, Laura E. 2015. “Multigenerational Punishment: Shared Experiences of Undocumented Immigration Status within Mixed-Status Families.” <i>Journal of Marriage and Family</i> 77 (4): 939–53.

Week 12 –	
Tue, Nov 9 and Thu, Nov 11	In-Class Workshop and Veterans Day
<i>Objectives</i>	<i>Students will prepare for their Briefings and Q&A Facilitation.</i>
Reminders	<ul style="list-style-type: none"> Students will prepare for their Briefings and Q&A during an in-class workshop on Tuesday, November 9. Groups should sign up for a presentation slot.

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Required Reading	NA
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<i>*Deadline</i>	
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Week 13 –	
Tue, Nov 16 and Thu, Nov 18	Briefings and Q&A Facilitation
Reminders	<ul style="list-style-type: none"> • Briefings and Q&A: Sign up for a presentation time slot.
Required Reading	NA

Week 14 –	
Tue, Nov 23 and Thu, Nov 25	Wrapping Up and Holiday
Reminders	NA
Required Reading	NA

Week 15 –	
Tue, Nov 30 and Thu, Dec 2	In-Class Office Hours and Final Day of Class
Reminders	<ul style="list-style-type: none"> • Students can consult with group members and instructor in-class on Tuesday, November 30 and Thursday, December 2. • Final Paper (Group) due Monday, December 6, by 11:59 PM.
Required Reading	NA

<i>*Deadline</i>	<i>Final Paper (Group) due Monday, December 6, by 11:59 PM</i>
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Week 16 –	
Tue, Dec 7 and Thu, Dec 9	Final Exams
Reminders	NA
Required Reading	NA

Week 17 –	
Mon, Dec 13	Grades Due

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10. Instructions for Each Element

Template for Group Project Charter

Group Project Charter Template		Due: Monday, September 6 by 11:59 PM
<p>Purpose. A charter is intended to help groups map out their group project, and to hold members accountable for their contributions. As a group, make a copy of this template and fill in this charter. Enter your name in the Roles & Responsibilities section to e-sign your commitment to the group project. Your instructor will refer to this charter to make grading decisions.</p>		
Group Information		
Group Name:		
Course:		
Term:		
Instructor:		
Project Information		
Project Title:		
Project Start Date:		
Project Finish Date:		
Project Description:		
Location of Group Communication:	(Example: Canvas or Slack)	
Location of Project Documents:	(Example: link to Google Drive folder)	
Project Plan		
Final Project Option	(Research Proposal, Policy Brief, or Literature Review)	
Who will submit group work?		
How will we handle disputes?		
What will we do if any group member misses a deadline or doesn't fulfill responsibilities?		
At what point should the group request the instructor mediation?		
Project Timeline and Deliverables		
Week 1		
Week 2		

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Week 16			
Roles and Responsibilities			
Name	Responsibilities	Email and Phone #	Availability
Group Member 1	(Example: Tech Expert, Fact Checker)		
Group Member 2	(Example: Note Taker, Set-Up Group Office Hours with Instructor)		
Group Member 3	(Example: Slide Designer)		
Group Member 4	(Example: Project submitter)		
Comments:			

Instructions for Short Paper 1: Topic and Research Question

Topic and Research Question	Due: Monday, September 13 by 11:59 PM
Paper Length: Between 500 and 750 words.	Total Points Available: 10 points
Assignment Type: Group.	
Objective. Short Paper 1 will help students identify and articulate their research topic of choice.	
Skills Learned and Applied Uses. Before an issue can be addressed, a clear problem statement must be articulated. A clear problem statement then helps guide action or resolution. Short Paper 1 helps students practice these analytical and communication skills. Students can market these valuable skills across careers, sectors, and positions.	
Instructions:	
<ul style="list-style-type: none"> ● Write a 500-to-750-word paper. ● Format your paper according to APA guidelines; include a title page, in-text citations, and a reference page. ● Reference the rubric for specific grading criteria. ● Submit your assignment as a Word attachment. 	
Key Elements of Paper 1:	
1. Introduce your topic to your reader.	

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2. Write a persuasive argument regarding the significance of this topic.
3. **State** a clear research question. The research question must include an outcome to be explained.
4. **Share** your choice to complete one of the following: Research Prospectus, Policy Brief, Literature Review.
5. **Discuss** your plans to complete your Research Prospectus, Policy Brief, or Literature Review.

Instructions for Fact Sheet

Fact Sheet

Due: Monday, September 27 by 11:59 PM

Paper Length: Between 250 and 500 words.

Total Points Available: 10 points

Assignment Type: Individual.

Objective. Fact Sheet will help students collect facts and evidence about their topic.

Description. For this assignment, the topic is the research question your group developed in Short Paper 1. A factsheet is a short and concise summary of statistics, concepts, and key information about a topic.

Instructions:

- **Format** your paper according to APA guidelines; include a title page, in-text citations, and a reference page.
- **Reference** the rubric for specific grading criteria.
- **Submit** your assignment as a Word attachment.
- **Paper length** between 250 and 500 words.

Key Elements of Paper 2:

1. **Introduce** your topic to your reader.
2. **State** a clear research question. The research question must include an outcome to be explained.
3. **Research** facts and figures related to your topic.
4. **Include** at least 3 sources.
5. **Summarize and present** key facts on a specific dimension of the problem.
6. **Put** these facts together. Use charts and graphs, bullet points, text boxes and other graphics.
7. **Revisit** the topic and research question you proposed in Paper 1.

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8. **Describe** how do the facts and figures you have compiled helped you further develop your understanding of the problem of the defined problem statement or research question.

Instructions for Annotated Bibliography

Annotated Bibliography

Due: Monday, October 18, by 11:59 PM

**Paper Length: Between 500 and 750 words.
Include at least 3 external sources.**

Total Points Available: 10 points

Assignment Type: Individual.

Objective. An Annotated Bibliography will help students identify sources for their research project of choice.

Description. Annotated Bibliographies list, summarize, and provide an evaluation or relevance of sources.

Skills Learned and Applied Uses. Once a helpful source of information has been identified, it is then important to integrate this new source with existing knowledge about the topic or related topics. This requires the organization of information and the ability to communicate patterns of information. An Annotated Bibliography helps students practice these organizational and communication skills. Students can market these valuable skills across careers, sectors, and positions, including journalism, policy advocacy, or project management.

Instructions:

- **Select** 3 external sources.
- **Write** a 500-to-750-word paper.
- **Format** your paper according to APA guidelines; include a title page, in-text citations, and a reference page.
- **Reference** the rubric for specific grading criteria.

Key Elements of an Annotated Bibliography:

1. **Summarize** the author's research or policy questions and central arguments.
2. **Describe** the evidence used to support the central arguments.
3. **Evaluate** the argument and the evidence.
4. **Describe** the potential uses of this source for your project.

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Instructions for Briefing and Q&A Facilitation

Briefing and Q&A Facilitation

Presentation Date: In-Class on Tuesday, November 16 and Thursday, November 18

Length: 10 minutes presentation. 5 minutes for Q&A.

Total Points Available: 10 points

Assignment Type: Group.

Objective. A Briefing and Q&A Facilitation provides students with an opportunity to share current progress and findings as well as practice receiving and responding to feedback from instructors and peers.

Skills Learned and Applied Uses. Oral communication skills are central to relating information across audiences. A Final Paper Presentation helps students practice communication skills, public speaking, adaptability, and clarity. Students can market these valuable skills across careers, sectors, and positions, including public policy, organizational management, news reporting, or law.

Instructions:

- **Develop** a 10-minute in-class presentation.
- **Present** your 10-minute presentation to class instructor and peers.

Key Elements of Presentation:

1. **Introduce** your topic.
2. **Illustrate** or provide examples using current data.
3. **State** your research question.
4. **Summarize** previous literature.
5. **Share** your decision to complete one of the following: Research Prospectus, Policy Brief, Literature
6. **Report** your current progress on key elements of your Research Prospectus, Policy Brief, or Literature Review.
7. See rubrics for Research Prospectus, Policy Brief, or Literature Review.

Instructions for Final Paper (3 Options)

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Final Paper Option 1 (out of 3):

Research Prospectus

Due: Monday, December 6, by 11:59 PM

Paper Length: Approximately 10 pages double-spaced.

Total Points Available: 20 points

Assignment Type: Group.

Description. A Research Prospectus introduces a compelling question you propose to investigate, discusses what previous research suggests about possible answers, and explains how you will go about doing the research and analyzing and interpreting the new evidence you assemble.

Aim for a paper of 10 double-spaced pages of text (i.e., not including cover page, references, etc.).

Skills Learned and Applied Uses. A Research Prospectus demonstrates a student's in-depth understanding of complex social problems or issues, their ability to address a social science or policy question from an empirical standpoint, and their ability to design an appropriate method of investigation. This requires a disposition to learn from various sources and sustained specialization on a topic. In a group project context, the skills required include delegation, cooperation, conflict resolution, time management, and project management. Students can market these valuable skills across careers, sectors, and positions, including research and development and policy evaluation.

Key Elements of a Research Prospectus:

- Topic
- Significance of Topic
- Research Question(s)
- Theory or Competing Theories
- Theoretical Expectations or Hypotheses
- Independent Variables
- Dependent Variables
- Mechanisms
- Research Design
- Method for Testing Hypotheses
- Data Collection
- Data Analysis or Data Analysis Plan
- Presentation of Findings
- Bibliography

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Final Paper Option 2 (out of 3):

Policy Brief

Due: Monday, December 6, by 11:59 PM

Paper Length: Approximately 10 pages double-spaced.

Total Points Available: 20 points

Assignment Type: Group.

Description. A Policy Brief is a document presented to decision-makers providing the most essential information about a policy and presenting specific and detailed recommendations to improve a specific policy. A Policy Brief is both informative and persuasive.

Aim for a paper of 10 double-spaced pages of text (i.e., not including cover page, references, etc.).

Skills Learned and Applied Uses. A Policy Brief demonstrates a student's in-depth understanding of complex social problems or issues, their ability to assess the tradeoffs between different policy choices, and their ability to make informed recommendations. This requires a disposition to learn from various sources, engage in the sustained specialization on a topic, and adjudicate between choices. In a group project context, the skills required include delegation, cooperation, conflict resolution, time management, and project management. Students can market these valuable skills across careers, sectors, and positions, including public policy, issue advocacy, or organizational management.

Key Elements of a Policy Brief:

- Topic
- Significance of Topic
- Define the Problem
- Define the Audience
- Assemble Evidence
- Describe Alternatives
- Select Criteria
- Project Outcomes
- Confront Tradeoffs
- Stop, Focus, Narrow, Deepen, Decide
- Tell Your Story

Final Paper Option 3 (out of 3):

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Literature Review

Due: Monday, December 6, by 11:59 PM

Paper Length: Approximately 10 pages double-spaced.

Total Points Available: 20 points

Assignment Type: Group.

Description: A Literature Review is a comprehensive summary of previous research on a topic. A literature review surveys scholarly articles, books, and other sources relevant to a particular area of research. In addition to summarizing previous research, a literature review identifies gaps in knowledge or underappreciated or overlooked approaches and sets the agenda for future research. Include at least 10 distinct articles, chapters, or books.

Aim for a paper of 10 double-spaced pages of text (i.e., not including cover page, references, etc.).

Skills Learned and Applied Uses. A Literature Review demonstrates a student's in-depth understanding of complex social problems or issues, their ability to observe and communicate patterns of knowledge, biases, and assumptions, and creativity in suggesting future knowledge pathways. This requires a disposition to learn from various sources, engage in the sustained specialization on a topic, and ability to synthesize and integrate complex information. In a group project context, the skills required include delegation, cooperation, conflict resolution, time management, and project management. Students can market these valuable skills across careers, sectors, and positions.

Key Elements of a Literature Review:

- Topic.
- Significance of Topic
- Research Question(s)
- Theory or Competing Theories
- Identify Themes
- Identify Gaps
- Identify Paths Forward
- Bibliography