

POS 394: Politics of U.S. Immigration

Fall 2022—Class #87615

Tuesdays and Thursdays, 1:30 PM-2:45PM

August 18, 2022, to December 6, 2022

Instructor Information:

Dr. Angie M. Bautista-Chavez

Email: angie.bautista-chavez@asu.edu

Office Hours: Wednesdays 1:00 PM to 3:00PM, Coor Hall, Office 6768

1. Course Description

The politics of U.S. immigration policy is central to understanding American politics and governance. This course reviews cutting-edge research that examines historical and recent policymaking, implementation, enforcement, and contestation of U.S. immigration policy. First, students will learn about immigration policymaking powers across levels of governance, and how this interacts with the politics of race and ethnicity. Second, students will learn about how publics, political parties, interest groups, and social movements shape immigration policy. Students will learn about historical and current social movements, the barriers and opportunities facing immigrants as political actors and political candidates, and the political organization and mobilization of various immigrant groups seeking to shape policy priorities and agendas. Finally, students will learn about enforcement and linkages across policy areas. 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.

2. Student Learning Outcomes

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

- Describe and complicate ongoing debates regarding U.S. immigration policy.
- Explain the major political, economic, and social factors that shape the substance immigration laws and policies.
- Describe the political development of legal and citizenship categorizations.
- Describe the shared and contested immigration policymaking powers between branches of government and between levels of government.
- Describe the substance and effects of immigration enforcement as it varies across political geographies.
- Describe barriers and opportunities to immigrants as political actors.
- Conduct an original research project regarding a specific immigration-related issue.

3. Required Assignments and Grading

Discussion and Evaluation of Readings. Students will actively participate in a discussion engaging with and evaluating the merit and applications of assigned readings.

Engagement with Instructor and Peers. Students are expected to actively listen to and respectfully engage with the questions and insights provided by instructor and peers.

Incremental Assignments. Collectively, the assignments provide a scaffold for students to incrementally develop their final paper research projects, all while being supported by their instructor and their peers. Students will identify their topic early in the course and will develop their final research paper step-by-step, as guided by the course assignments.

Grading. Below are the graded elements in this course. Each element will be scored on a traditional 0-to-100 basis. 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	Requirements	Due Date	Points
In-Class Participation	Individual	Attend class	Weekly, Tuesdays and Thursdays	20 points
Reading Reflections (Submit 4 Total)	Individual	300-500 words each	Weekly on Mondays	20 points
Group Project Charter	Group	Download and fill out template	Monday, September 5	Ungraded
Research Question & Hypotheses	Group	500-750 words	Monday, September 12	10 Points
Literature Review	Individual	500-750 words	Monday, September 26	10 Points
Data Report	Individual	500-750 words	Monday, October 24	10 Points
Research Presentation	Group	10-minute presentation	Monday, November 14	10 Points
Final Research Paper	Group	Approximately 5,000 words	Monday, December 6	20 points
Total				100 points

Grading Scale

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

4. COVID-Related Policies

Masks, Social Distancing, and Regular Communication

Do not attend class in-person if you have COVID. The instructor will make accommodations to include students. Masks are highly encouraged in classrooms. 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. If you have any questions or concerns, please don’t hesitate to contact the instructor.

5. Course Policies and Procedures

Attendance

Attendance in-person for this class is required. Provide advanced written or e-mailed notice that you will miss a class. See section below on Absences for more information,

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 course Canvas page. Do not submit an assignment via e-mail unless arrangements have been made to do so.

Late Assignment Policy

Assignments are cumulative, and so it is important that students make regular and timely progress in the course. Unless otherwise noted, late assignments will not be accepted after two days past the due date. There is a ten-point penalty per day for late assignments. Allowances for documented emergencies will be made on a case-by-case basis. Accommodations must be requested in advance if possible or as soon as is feasible, whichever is sooner. Provide advanced written or e-mailed notice if you will must turn in an assignment late.

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. 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

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.

Student Accessibility and Inclusive Learning Services

ASU’s Student Accessibility and Inclusive Learning Services 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>). Please communicate with your instructors as soon as possible if you would like to begin set up an individualized inclusive learning plan.

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 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 (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>).

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.

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

Writing Tutoring

The [ASU 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.

6. Course Schedule

WK 1: Introduction to Course	
Students will learn about course objectives, readings, and assignments.	
Thu, 8/18	
Readings	Syllabus
Research Guide	➤ In-class activity.
WK 2: Examining the Migrant/Refugee Binary	
Students will learn about the making of the migrant/refugee binary and identify additional binaries that shape debates regarding immigration policy.	
Tue, 8/23	
Readings	Hamlin, Rebecca. 2021. <i>Crossing: How We Label and React to People on the Move</i> . Stanford University Press. [Read: Chapter 1 + Chapter 2]
Thu, 8/25	
Readings	Hamlin, Rebecca. 2021. <i>Crossing: How We Label and React to People on the Move</i> . Stanford University Press. [Read: Chapter 7 + Chapter 8]
Research Guide	<ul style="list-style-type: none"> ➤ Instructor will review previous student project topics. ➤ With the help of the instructor, students will organize themselves into groups of 2-3 members. ➤ Students will begin brainstorming potential collaborative projects.

WK 3: Immigration and the Making of Hierarchies

Students will learn about the making of racial hierarchies that shape debates about immigrant admissions and the rights of immigrants.

Tue, 8/30

Readings Tichenor, Daniel. 2002. *Dividing Lines: The Politics of Immigration Control in America*. Princeton, NJ: Princeton University Press. [Read: Chapter 2 + Chapter 4]

Ngai, Mae. 1999. "The Architecture of Race in American Immigration Law: A Reexamination of the Immigration Act of 1924." *Journal of American History* 86(1): 67-92.

Thu, 9/1

Learning about Community-Driven Archives, Visit I

Guest Speaker ➤ Learn about archives and oral history interviews from the Community-Driven Archives Initiative at ASU. Guest Speakers: Nancy Godoy and Jasmine Torrez.

Research Guide ➤ With your group, brainstorming potential research questions.
➤ Discuss the potential benefits of using archives or interviews in your group research project.

Key Dates ➤ **Labor Day NO CLASS on September 5**
➤ **Group Project Charter DUE Monday, 9/5**

WK 4: Empowered Executive Branch

Students will learn about the immigration lawmaking powers of the president relative to the legislative and judicial branches.

Tue, 9/6

Readings Adam B. Cox and Cristina M. Rodríguez. 2020. *The President and Immigration Law*. Oxford University Press. [Read: Introduction + Chapter 3 + Chapter 4]

Thu, 9/8

Learning about Experimental Methods

Readings Learn about experimental methods the SPGS Experimental Lab. Guest Speaker: Trudy Horsting.

Key Dates ➤ **Research Question and Hypotheses DUE Monday, 9/12**

WK 5: Legislative Politics

Students will learn about the factors that shape legislative voting behavior in the realm of immigration policy.

Tue, 9/13

Readings Tom K. Wong. 2017. *The Politics of Immigration: Partisanship, Changing Demographics, and American National Identity*. Oxford University Press. [Read: Chapter 3 + Chapter 4]

Thu, 9/15

NO CLASS

Research Guide ➤ Students will work on completing their Literature Review assignment.

WK 6: Immigration Federalism and State Politics

Students will learn about the politics of immigration, political entrepreneurs, and the electoral experiences of immigrants at the state-level.

Tue, 9/20

Readings Ramakrishnan, S. Karthick, and Pratheepan Gulasekaram. 2012. "The Importance of the Political in Immigration Federalism" *Arizona State Law Journal* 44: 1431-1488.

Thu, 9/22

Readings Silva, Andrea. 2018. "Direct-Democracy Rules: The Effect of Direct Democracy on State Immigration Legislation." *PS: Political Science & Politics*.

Key Dates ➤ **Literature Review DUE Monday, 9/26**

WK 7: Immigration Courts

Students will learn about immigration courts and the role of judges in the deportation and asylum process.

Tue, 9/27

Readings Asad, Asad L. 2019. "Deportation Decisions: Judicial Decision-Making in an American Immigration Court." *American Behavioral Scientist* 63(9): 1221-1249.

Thu, 9/29

Readings McKinnon, Sara L. 2009. "Citizenship and the Performance of Credibility: Audiencing Gender-Based Asylum Seekers in U.S. Immigration Courts." *Text and Performance Quarterly* 29(3): 205-221.

WK 8: Immigrant Youth Activism + Guest Speaker

Students will learn about the organizing strategies of immigrant youth and the role of identity.

Tue, 10/4

Readings Escudero, Kevin. 2020. *Organizing While Undocumented: Immigrant Youth's Political Activism Under the Law*. New York University Press.
[Read: Chapter 1 + Chapter 2 + Chapter 3 + Chapter 4]

Thu, 10/6

Learning from an AZ Community Leader

Readings ➤ Learn about AZ immigration policy and immigrant leaders in Arizona. and Guest Speaker: Dulce Juarez

Key Dates ➤ **Fall Break NO CLASS on October 11**

Week 9: Mid-Semester Check-Ins

Students will meet with their groups and receive support from instructor to make a strategic plan for the completion of the final paper.

Tue, 10/11

NO CLASS

Thu, 10/13

Learning about Community-Driven Archives, Visit II

Key Dates ➤ Office hours with Dr. Bautista-Chavez and the Community-Driven Archives Team.

Week 10: Organizations and Mass Mobilization

Students will learn about the mobilization of immigrants and the complex role of immigrant-rights organizations.

Tue, 10/18

Readings Zepeda-Millán, Chris. 2016. "Weapons of the (Not So) Weak: Immigrant Mass Mobilization in the U.S. South." *Critical Sociology*.

Thu, 10/20

Readings Hana E. Brown and Jennifer A. Jones. 2022. "Chasing Respectability: Pro-Immigrant Organizations and the Reinforcement of the Immigrant Racialization." *American Behavioral Scientist*.

Key Dates ➤ **Data Report DUE Monday, 10/24**

Week 11: Immigration Enforcement

Students will learn about the historical roots of deportation and contemporary immigration enforcers.

Tue, 10/25

Readings K-Sue Park. 2019. "Self-Deportation Nation." *Harvard Law Review* 132(7): 1878-1941.

Tue, 10/27

Readings Cortez, David. 2020. "Latinxs in *La Migra*: Why They Join and Why It Matters." *Political Research Quarterly*.

Week 12: Immigrant Families

Students will learn about how immigration policy directly and indirectly affects the lives of immigrants and their families.

Tue, 11/1

Readings Valdivia, Carolina. 2019. "Expanding Geographies of Deportability: How Immigration Enforcement at the Local Level Affects Undocumented and Mixed-Status Families." *Law & Policy* 41 (1): 103-119.

Thu, 11/3

Readings Enriquez, Laura E. 2015. "Multigenerational Punishment: Shared Experiences of Undocumented Immigration Status within Mixed-Status Families." *Journal of Marriage and Family* 77 (4): 939-53.

Key Dates ➤ **Sign Up for In-Class Presentations.**

Week 13: Public Opinion and Media

Students will learn about the media portrays immigrant communities and public preferences for immigration.

Tue, 11/8

Readings Nazita Lajevardi. "The Media Matters: Muslim American Portrayals and Effects on Mass Attitudes." *The Journal of Politics* 83.3 (2021): 1060-1079.

Lajevardi, Nazita. 2020. *Outsiders at Home: The Politics of American Islamophobia*. Cambridge University Press. [Read: Chapter 1]

Thu, 11/10

Readings Hainmueller, Jens, and Daniel J. Hopkins. 2015. "The Hidden American Immigration Consensus: A Conjoint Analysis of Attitudes toward Immigrants." *American Journal of Political Science* 59 (3): 529-48.

Key Dates	<ul style="list-style-type: none"> ➤ Veterans Day NO CLASS on November 11 ➤ Presentations DUE Monday, 11/14.
Week 14: In-Class Presentations	
Tue, 11/15	Panel 1: Immigration Policy: Causes and Effects
Presentations	<ol style="list-style-type: none"> 1. Rhetoric and Reality: The President’s Role in Immigration Enforcement (Jaam, Caitlin, Salmaan) 2. Impacts of SB1070 on K-12 Students Across Arizona (Rosa & Andrea) 3. Immigration Reform Across Four Presidential Administrations (Kay, Marlen, Jenni) 4. America’s Playground: The Duality of U.S.-Created Migrants and Immigration Policy in the Middle East (Samia, Sia, Mahtab, Conor)
Thu, 11/17	Panel 2: Experiences Across Immigrant Communities
Presentations	<ol style="list-style-type: none"> 1. Examining the Immigration Experiences of Afghan Communities Across Immigration Statuses (Savannah, Mackenzie, and Gabriela) 2. Exploring the Immigration and Incorporation Experiences of Immigrant Women (Sailer, Grace, and Sarah) 3. Arizona’s Higher Education Institutions: Are They Allied with Undocumented Students? (Abril, Camila, Kait) 4. The Educational Experiences of Immigrant and Refugee Youth in Arizona (Lola & Coralie)
Week 15: In-Class Presentations	
Tue, 11/22	Panel 3: Navigating and Changing Immigration Law
Presentations	<ol style="list-style-type: none"> 1. El Camino: Stories of Assimilation and Belonging While on the Path to Citizenship (Marlene, Samuel, Jose) 2. Tracing Changes in U.S. Immigration Law and Variation in Access to Citizenship (Jarizbeth & Julie) 3. (In)Visibility: The Experiences of Gender Non-Conforming Migrants (Danna, Cassie, Sam)
Thu, 11/24	No Class
Key Dates	<ul style="list-style-type: none"> ➤ Holiday Observed NO CLASS on November 24

Week 16: Guest Speaker + Final Day of Class

Tue, 11/29	Learning from an Immigration Policy Expert
Research Guide	➤ Learn about U.S. immigration policy during the Trump and Biden administrations from a border and transnational perspective. Guest Speaker: Marisa Limón Garza.
Thu, 12/1	
	➤ End-of-the-semester lecture.
	➤ Student groups will work on final completing papers.
	➤ Consult with instructor for feedback and guidance.
Week 17: Final Papers Due	
Tue, 12/6	
Key Dates	➤ Final Paper Due Tue, 12/6

7. Course Assignment Descriptions and Rubrics

Reading Reflections [Individual]

Total Points Available: 20 points

Due Date: Each Monday (before Tuesday class) by 11:59 PM

Objective	Reading Reflection Essays help students do the readings on time and think carefully about them, enabling students to keep up with the material and contribute to class discussions.
Description	Select 4 weeks with assigned readings. For these select four weeks, student will submit a 300-500 word reading analysis and reflection demonstrating they engaged with the required readings. Reading reflections are due on Mondays before class.
Requirements	300-500 words. Upload File via weekly module Discussion Page.
Key Elements	<ol style="list-style-type: none"> 1. Summarize the key arguments made in the readings. 2. Describe the evidence used to support key arguments. 3. Make connections between the readings and recent events or a lived experience. 4. List discussion questions inspired from the reading for the class to discuss.

Group Project Charter [Group]

Total Points Available: Ungraded

Due Date: Monday, September 5 by 11:59 PM

Group Information	
Group Name:	
Course:	POS 934 Politics of U.S. Immigration
Term:	Fall 2022
Instructor:	Dr. Angie Bautista-Chavez
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	
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			
...			
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:			

Research Question and Testable Hypotheses [Group]

Total Points Available: 10 Points

Due Date: Monday, September 12 by 11:59 PM

Objective	Articulate research question and describe testable hypotheses.
Description	The first step in the research process is developing a research question. The question can stem from a puzzle or from observed variation in the world. In this paper, students will introduce their topics, state a research question, and describe testable claims or hypotheses. Hypotheses can be derived from existing research on the topic.
Paper Formatting	500-750 words, 12-point font, double-spaced. Upload File via Canvas as Doc or PDF. No Google Links.
Key Elements	<ol style="list-style-type: none"> 1. Introduce your topic to your reader. A topic should be presented in simple and clear language. Use engaging descriptions and relevant definitions if appropriate. 2. Write a persuasive argument regarding the significance of this topic. A convincing argument is made regarding the importance of the topic. Students can make connections to relevant historical moments or key events.

	<ol style="list-style-type: none"> 3. State a clear research question. The research question identifies some outcome, pattern, or variation you want to explain. 4. State and describe two testable hypotheses or testable claims. Consider factors that might explain your outcomes of interest. Hypotheses or testable claims can be developed using previous knowledge or existing research on the topic.
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Literature Review [Individual]

Total Points Available: 10 Points

Due Date: Monday, September 26 by 11:59 PM

Objective	Summarize and discuss 5 peer-reviewed articles related to your research topic.
Description	A crucial step in the research process is engaging with existing research. In this paper, students will situate their own by research reviewing cutting-edge research on their topic. This literature review must summarize 5 peer-reviewed articles, with careful attention to theories, testable claims, research designs, data collection, and methods of data analysis.
Paper Formatting	500-750 words, 12-point font, double-spaced. Upload File via Canvas as Doc or PDF. No Google Links.
Key Elements	<ol style="list-style-type: none"> 1. Select and read 5 peer-reviewed articles related to your topic. 2. Summarize the research question and the theories the authors engage with or challenge. 3. Describe how the authors designed their study and the data they used in the study. 4. Discuss the main findings. 5. Reflect on how each article has advanced your own understanding of your topic.

Data Report [Individual]

Total Points Available: 10 points

Due Date: Monday, October 24 by 11:59 PM

Objective	Identify relevant archives or existing datasets.
Description	An important component of the research process is gathering and analyzing a variety of data sources. In this Data Report, students will identify and begin analyzing 5 data sources with relevance to this project. These can include existing datasets, archives, interviews, or other data.
Paper Formatting	500-750 words, 12-point font, double-spaced. Upload File via Canvas as Doc or PDF. No Google Links.
Key Elements	<ol style="list-style-type: none"> 1. Identify and analyze 5 distinct sources of evidence or data.

	<ol style="list-style-type: none"> 2. Summarize and present key findings from each source. Use charts, graphs, maps, quotes, or other relevant presentation or visualization of evidence or data. 3. Place these findings into conversation with each other. 4. Revisit your topic and research question. Describe how the facts and figures you have compiled inform your research question and hypotheses.
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Research Presentation [Group]

Total Points Available: 10 points

Due: Monday, November 14 by 11:59 PM

Objective	A research presentation provides students with an opportunity to share current progress and findings as well as practice receiving and responding to feedback from instructors and peers.
Description	10 minutes presentation. 5 minutes for Q&A.
Presentation Formatting	Upload PDF version of presentation slides Canvas as Doc or PDF. No Google Links.
Key Elements	<ol style="list-style-type: none"> 1. Present your 10-minute presentation to class instructor and peers. 2. Include overview of topic, research question, theoretical context, and testable hypotheses. 3. Review research design and data collection process. 4. Present current findings. 5. Conclude with a discussion of next steps. 6. Students must also facilitate a 5-minute Q&A.

Final Research Paper [Group]

Total Points Available: 20 points

Due: Monday, December 6 by 11:59 PM

Objective	Research projects enable students to contribute to ongoing academic and public debates by conducting a scholarly investigation and producing original insights.
Description	The final research paper will include all key elements of a peer-reviewed article, including: a compelling research question or puzzle, a select but thorough review of previous research, engagement with existing theories or the proposal of a new theory, discussion of hypotheses or testable implications, an appropriate research design, the collection and analysis of appropriate evidence, a discussion of the findings and their significance. Include a minimum of 10 sources. You can, and should, use your previous course assignments (e.g., Literature Review) to help you write the final paper.
Paper Formatting	5,000 words, 12-point font, double-spaced, file as Doc or PDF.
Key Elements	<ol style="list-style-type: none"> 1. Topic. A topic is presented in simple and clear language. Engaging descriptions and relevant definitions are included if appropriate. You

	<p>can include important background information about the region, country, time period, or specific groups who seek to study.</p> <ol style="list-style-type: none"> 2. Significance of Topic. Include a compelling statement regarding the significance of this topic. Relevant connections to historical moments or key events are included if appropriate. 3. Background. If applicable, include relevant background information to help contextualize your study. 4. Research Question(s). The research question identifies some outcome, pattern, or variation to be explained. 5. Literature Review of Existing Work and Existing Theories. Discuss relevant theories or framework. If you are engaging various theoretical approaches, be sure to describe each theory and why it is important to combine various theoretical approaches. 6. Theoretical Expectations, Hypotheses, or Testable Claims. After establishing a research question, list hypotheses or set of testable claims. 7. Discussion of Dependent Variables or Outcomes of Interest. Describe the outcomes of interest. Discuss the concept and provide definitions. Discuss how measure the outcomes. 8. Discussion of Independent Variables or Explanatory Factors. Describe explanatory factors. Discuss the concept and provide definitions. Discuss how you measure the outcome. 9. Research Design. Discuss your research design. Discuss tradeoffs you considered. Discuss the relative strengths and limitations of your research design. 10. Data Collection. Describe the data you collected. 11. Data Analysis. Describe how data was analyzed. 12. Presentation of Findings. Present findings and analysis. 13. Discussion and Next Steps. Conclude with a discussion of your findings and why they are important. If applicable, describe potential next steps. 14. Bibliography. No research stands alone. Cite your sources. Must include a minimum of 10 sources.
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Peer Reviews as Extra Credit [Individual]

Total Points Available: 10 points

Due: Wednesday, November 23 by 11:59 PM

Objective	<ul style="list-style-type: none"> ➤ All students can gain extra credit points by providing their peers with supportive and actionable feedback on their group research projects. ➤ There are a total of 11 group presentations. Students can earn 1 extra credit point per Peer Review. This means that students can earn a total of 10 points (1 potential point available for each of the 10 groups.)
Description	<ul style="list-style-type: none"> ➤ To earn extra credit points, students can write and submit a Peer Review. A peer review refers to an evaluation of a research project. For full credit, Peer Reviews must include all three elements described

	<p>below. Submit your Peer Reviews by no later than Wed, Nov 23 (the day after the last presentations).</p>
Key Elements	<p>Attend and actively listen to group presentations. Afterwards, submit a Peer Review. The Peer Review must include the following 3 components.</p> <ol style="list-style-type: none">1. Describe something you learned from the presentation. You can describe something new you learned either about the topic of immigration or about the research process (e.g., data collection, data analysis).2. List one way the group can improve the clarity of their project. Let your classmates know what areas of the project are more and less clear. You can say something like: "<i>You communicated X really well. But it was difficult to understand Y.</i>"3. Recommend one additional source or perspective. Suggest one additional source or perspective that your classmates may have overlooked. This can include one additional data source, or perhaps an additional way of interpreting their results.