

POS 394: Politics of U.S. Immigration (Spring 2024)

Instructor: Dr. Angie Bautista-Chavez

Instructor Information

Instructor: Dr. Angie Bautista-Chavez
Assistant Professor
School of Politics and Global Studies
Email: angie.bautista-chavez@asu.edu

Current as of January 10, 2024

1. Course Description

The politics of U.S. immigration policy is central to understanding American politics and governance, domestically and internationally. 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.

Course topics are attentive to the historical political development of immigration and citizenship laws, the domestic and international dimensions of immigration and border enforcement, the interplay between governments, the administrative and technological dimensions of enforcement, the political development of borders, Indigenous sovereignty, the decades-long building up of enforcement capacities, and the political power of immigrants.

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, from the interior to the border, and beyond.

POS 394: Politics of U.S. Immigration (Spring 2024)
Instructor: Dr. Angie Bautista-Chavez

- Describe the effects of immigration policy on immigrants and their families.
- 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.

Assignments, Due Dates, and Points Available

Assignment	Type	Requirements	Due Date	Points
<i>In-Class Participation</i>	Individual	Attend class	Weekly, Tuesdays and Thursdays	20 points
<i>Reading Reflections (Submit 3 Total)</i>	Individual	300-500 words each	Weekly on Mondays	15 points
<i>Group Charter</i>	Group	Download and fill out the template.	Monday, January 29 by 11:59 PM	5 points
<i>Research Question and Hypotheses Paper</i>	Group	500-750 words	Monday, February 5 by 11:59 PM	10 Points
<i>Literature Review Paper</i>	Individual	500-750 words	Monday, February 26 by 11:59 PM	10 Points
<i>Data Analysis Paper</i>	Individual	500-750 words	Monday, March 25 by 11:59 PM	10 Points
<i>Research Presentation</i>	Group	10-minute presentation and 5-minute Q&A	Monday, April 8 by 11:59 PM	10 Points
<i>Extra Credit: Peer Reviews</i>	Individual		Monday, April 22	Up to 5 points
<i>Final Research Paper</i>	Group	Approximately 5,000 words	Tuesday, April 30 by 11:59 PM	20 points
Total				100 points

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

POS 394: Politics of U.S. Immigration (Spring 2024)
Instructor: Dr. Angie Bautista-Chavez

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.”

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

4. ASU Policies

Absence Policies

Excused absences related to university-sanctioned events/activities must be per [ACD 304-02](#), “Missed Classes Due to University-Sanctioned Activities.”

Assignment Policies

Late or missed assignments. Notify the instructor BEFORE an assignment is due if an urgent situation arises and your assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment due to [University-sanctioned activities](#).

Submitting Assignments

All assignments, unless otherwise prearranged with your instructor, MUST be submitted via the associated assignment submission feature in Canvas. Do not submit an assignment via email.

Drop and Add Dates/Withdrawals

Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#).

Academic Integrity

POS 394: Politics of U.S. Immigration (Spring 2024)

Instructor: Dr. Angie Bautista-Chavez

Students must use their own, original work. Students must refrain from obtaining, uploading, or submitting material that is not the student's original work to any course assignment or discussion used in this course or any other course unless the students first comply with all applicable citation guidelines and copyright laws. Faculty members reserve the right to delete materials on the grounds of suspected plagiarism and copyright infringement and impose sanctions as listed below.

Academic dishonesty includes any act of academic deceit, including but not limited to possessing, reviewing, buying, selling, obtaining, posting on a site accessible to others, reviewing materials from a site accessible to others, or using, without appropriate authorization, any materials intended to be used for an academic evaluation.

Academic Honesty and Anti-Plagiarism Policy

Academic honesty is expected of all students in any materials intended to be used for an academic evaluation, including, but not limited to all examinations, papers, presentations, academic transactions, and records. The possible sanctions include but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification, and dismissal. For more information, see <http://provost.asu.edu/academic-integrity>.

Plagiarism of any kind will not be tolerated. Students must submit original work for this course and may not submit papers previously submitted to another class. The ASU student academic integrity policy lists violations in detail. These violations fall into five broad areas that include but are not limited to:

- (1) Cheating on an academic evaluation or assignment.
- (2) Plagiarizing.
- (3) Academic deceit, such as fabricating data or information.
- (4) Aiding academic integrity policy violations and inappropriately collaborating.
- (5) Falsifying academic records.

See <https://provost.asu.edu/academic-integrity>.

Course Materials are Copyrighted

All the content in this course, including lectures and assignments, are copyrighted materials. Students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course (see ACD 304-06). Students may not upload to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work unless the student first complies with all applicable copyright laws. The instructor reserves the right to delete materials on the grounds of suspected copyright infringement (see ACD 304-10).

Prohibition of Distributing or Selling Class Notes or Course Content

Students may not share outside the class, upload, sell, or distribute course content or notes taken during the course. Under [ACD 304-06 Commercial Note-Taking Services](#), written permission must be secured from the official instructor of the class to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

POS 394: Politics of U.S. Immigration (Spring 2024)

Instructor: Dr. Angie Bautista-Chavez

Sanctions for Academic Integrity Violations

Possible sanctions for violating academic integrity policies, including plagiarism, selling/buying or distributing course content, and violating copyright include but are not limited to grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal from ASU. For more information, see <http://provost.asu.edu/academicintegrity>.

Student Conduct and Appropriate Behavior

Additionally, required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), [SSM 104–02](#) policy against threatening behavior, per the Student Services Manual, “Handling Disruptive, Threatening, or Violent Individuals on Campus”, and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions.

[Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student’s behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).

Netiquette—appropriate online behavior—is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion posts may be deleted by the instructor.

If you deem content shared by an instructor or student offensive, bring it to the attention of the instructor or the school chair or director.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Prohibition Against Discrimination, Harassment, and Retaliation (Title VII and IX)

Policy on Discrimination, Harassment, and Retaliation

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits [discrimination](#), [harassment](#), and [retaliation](#) by employees, students, contractors, or agents of the university based on any protected status.

Title VII

Title VII of the Civil Rights Act of 1964 is a federal law that provides that no person be discriminated against based on certain specified characteristics: sex, race, color, national origin and religion, age, disability, veteran status, sexual orientation, gender identity, and genetic information. Inappropriate conduct need not rise to the level of a violation of federal or state law to constitute a violation of this policy and to warrant disciplinary action/sanctions.

POS 394: Politics of U.S. Immigration (Spring 2024)

Instructor: Dr. Angie Bautista-Chavez

Title IX

Title IX is a federal law that provides that no person be excluded based on 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 are prohibited.

Reporting Title VII and IX violations

Your instructor is a mandated reporter and therefore obligated to report any information regarding alleged acts of sexual discrimination, including sexual violence and dating violence.

[An individual who believes they have been subjected to sexual violence or harassed based on sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed based on sex, or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs>.](http://sexualviolenceprevention.asu.edu/faqs)

Violations of these policies may result in disciplinary action, including termination of employees or expulsion of students. Students are encouraged to report harassment to instructors and the [Dean of Students Office](#).

ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

Accessibility

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADA) of 2008, professional disability specialists and support staff at the Student Accessibility and Inclusive Learning Services (SAILS) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations](#). Eligibility is based on qualifying disability documentation and assessment of individual needs. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to SAILS. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access, and have an impact on our community, state, nation, and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic, and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality, and intellectual perspective.

Native Nations

POS 394: Politics of U.S. Immigration (Spring 2024)

Instructor: Dr. Angie Bautista-Chavez

ASU acknowledges the twenty-two Native Nations that have inhabited this land for centuries. Arizona State University's four campuses are located in the Salt River Valley on ancestral territories of Indigenous peoples, including the Akimel O'odham (Pima) and Pee Posh (Maricopa) native communities. We acknowledge the sovereignty of these nations and seek to foster an environment of success and possibility for Native American students and patrons.

Mental Health

Students may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating, and/or lack of motivation. These emotional health concerns or stressful events may diminish academic performance and/or reduce the ability to participate in daily activities. [ASU Counseling Services](#) provides counseling and crisis services for students who are experiencing mental health concerns. Any student may call or visit any ASU counseling center for a same-day or future appointment to discuss any personal concern. ASU's dedicated crisis line is available 24/7 for crisis consultation by calling 480-921-1006. The new telehealth counseling system MySSP provides "Open Call and Open Chat" which allows students to talk to counselors immediately, 24/7, and 365 days a year. Students can also schedule continued counseling through MySSP. Counseling is available in 50 languages and services are available anywhere in the world.

Student Privacy: Family Educational Rights and Privacy Act (FERPA)

The federal Family Educational Rights and Privacy Act (FERPA or the Buckley Amendment) affords students certain privacy rights regarding their education records. Those rights are summarized below. For more detailed information about FERPA, consult [SSM 107-01: Release of Student Information](#) [1] or contact [University Registrar Services](#) [2]. See <https://students.asu.edu/print/12951> for details about your rights including The Right to Inspect, The Right to Amend, The Right to Consent, and The Right to File a Complaint.

5. Course Schedule

Week 1: Introduction to Course

Tue, 1/9 **Reading: Syllabus**

Thu, 1/11 **In-Class Activity**

**Week 1
Research
Guide:** *Students will participate in an in-class research design activity designed to promote student collaborations and will serve as a basis for developing a collaborative project.*

Week 2: Externalization and Asylum

Tue, 1/16 **Reading #1:**

- Menjívar, Cecilia. 2014. "Immigration Law Beyond Borders: Externalizing and Internalizing Border Controls in an Era of Securitization." *Annual*

POS 394: Politics of U.S. Immigration (Spring 2024)
Instructor: Dr. Angie Bautista-Chavez

Review of Law and Social Science 10: 353-369.

Reading #2: Chapter

- FitzGerald, David Scott. *Refuge Beyond Reach: How Rich Democracies Repel Asylum Seekers*. Oxford University Press. [Chapter 1: The Catch-22 of Asylum Policy” (pages 1-20).

Thu, 1/18 Reading #3: Chapter

- FitzGerald, David Scott. *Refuge Beyond Reach: How Rich Democracies Repel Asylum Seekers*. Oxford University Press. [Chapter 3: “The North American Moat” (pages 71-100)

Reading #4: Chapter

- FitzGerald, David Scott. *Refuge Beyond Reach: How Rich Democracies Repel Asylum Seekers*. Oxford University Press. [Chapter 7: “Buffering North America” (pages 123-159)]

Week 2 *Students will identify potential research collaborators.*
Research
Guide:

Week 3: Binaries

Tue, 1/23 Reading #1: Chapter

- Hamlin, Rebecca. 2021. *Crossing: How We Label and React to People on the Move*. Stanford University Press. [Chapter 1: “The Migrant/Refugee Binary” (pages 1-24)]

Reading #2: Chapter

- Hamlin, Rebecca. 2021. *Crossing: How We Label and React to People on the Move*. Stanford University Press. [Chapter 7: “American Public Discourse” (pages 133-153)]

Thu, 1/25 Reading #3: Article

- Menjívar, Cecilia. 2006. “Liminal Legality: Salvadoran and Guatemalan Immigrants’ Lives in the United States.” *American Journal of Sociology* 111 (4): 999–1037.

Week 3 *Students will discuss potential research questions with their research team. Students will meet with*
Research *their research team to complete and submit Group Charters, due on Monday, Jan 29.*
Guide:

Due Date Alert: Group Charters are due on Monday, 1/29

POS 394: Politics of U.S. Immigration (Spring 2024)
Instructor: Dr. Angie Bautista-Chavez

Week 4: Hierarchies

- Tue, 1/30** **Reading #1: Article**
- 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.

- Thu, 2/1** **Reading #2: Article**
- 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.

**Week 4
Research
Guide:** *Students will discuss potential hypotheses with their research team.*

**Due Date Alert: Research Question & Hypotheses Paper is due on Monday,
2/5**

Week 5: The Making of Borders

- Tue, 2/6** **Reading #1: Article**
- Simmons, Beth A. and Kenwick, Michael R. 2021. "Border Orientation in a Globalizing World." *American Journal of Political Science*. 0 (0): 1-19.

- Thu, 2/8** **Reading #2: Chapter**
- Stamatopoulou, Elsa, Lightfoot, Sheryl, eds. 2024. *Indigenous Peoples and Borders*. Duke University Press. [Chapter 3: "Friendships and Broken Friendships: Reframing Borders, Anglo Settler States, and Indigenous Peoples" (pages 101-122)]

**Week 5
Research
Guide:** *Students will develop a distribution of labor plan for writing individual literature reviews.*

Week 6: Data, Technology, Surveillance

- Tue, 2/13** **Reading #1: Chapter**
- Villa-Nicholas, Melissa. 2023. *Data Borders: How Silicon Valley Is Building an Industry around Immigrants*. University of California Press. [Chapter 3: "Networked: Meet the New Migra"]

Reading #2: Chapter

POS 394: Politics of U.S. Immigration (Spring 2024)
Instructor: Dr. Angie Bautista-Chavez

- Muñiz, Ana. 2022. *Borderland Circuitry: Immigration Surveillance in the United States and Beyond*. University of California Press. [Chapter 2: “You Cross a Border and the Feds Build a Database”]

Thu, 2/15 Reading #3: Article

- Al-Faham, Hajer. 2021. “Researching American Muslims: A Case Study of Surveillance and Racialized State Control.” *Perspectives on Politics* 19(4): 1131-1146.

Week 6 Research Guide: *Students will work on their individual Literature Reviews, due on Mon, Feb 26.*

Week 7: The President and Congress

Tue, 2/20 Reading #1: Article

- Cox, Adam B. and Rodriguez, Cristina M. 2009. “The President and Immigration Law.” *Yale Law Journal* 119 (3): 458-547.

Thu, 2/22 No Class

- Students will work on Literature Review Papers

Week 7 Research Guide: *Students will complete and submit their individual Literature Review Papers due on Monday, Feb 26.*

Due Date Alert: Literature Review is due on Monday, 2/26

Week 8: Deportation

Tue, 2/27 Reading #1: Chapter

- Goodman, Adam. 2020. *The Deportation Machine: America's Long History of Expelling Immigrants*. Princeton University Press. [Introduction: “Understanding the Machine” (pages 1-8)]

Reading #2: Chapter

- Goodman, Adam. 2020. *The Deportation Machine: America's Long History of Expelling Immigrants*. Princeton University Press. [Introduction: “Chapter 1: Creating the Mechanisms of Expulsion at the Turn of the Twentieth Century” (pages 9-36)]

Thu, 2/29 Reading #3: Article

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

POS 394: Politics of U.S. Immigration (Spring 2024)
Instructor: Dr. Angie Bautista-Chavez

Week 8 *Students will develop distribution of labor plans for collecting primary sources for their individual*
Research *Data Analysis Papers.*
Guide:

Week 9: Spring Break

Tue, 3/5 No Class

Thu, 3/7 No Class

Week 10: Courts and Bureaucracy

Tue, 3/12 **Reading #1: Article**

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

Reading #2: Article

- 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.

Thu, 3/14 **Reading #3: Article**

- Castañeda Pérez, Estefanía. 2022. "Transborder (In)Securities: Transborder Commuters' Perceptions of U.S. Customs and Border Protection Policing at the Mexico-U.S. Border." *Politics, Groups, and Identities* 10 (1): 1-20.

Week 10 *Students will work on their individual Data Analysis Papers, due on Monday, Mar 25.*
Research
Guide:

Week 11: States and Cities

Tue, 3/19 **Reading Article #1:**

- Newton, Lina, and Brian E. Adams. 2009. "State Immigration Policies: Innovation, Cooperation, or Conflict?" *Publius: The Journal of Federalism* 39(3): 408-431.

Thu, 3/21 **Reading #1: Article**

- Raffaele Bazurli, Tiziana Caponio & Els de Graauw. 2022. "Between A Rock and a Hard Place: Mayors, Migration Challenges and Multilevel Political Dynamics." *Territory, Politics, Governance* 10(3): 297-305.

POS 394: Politics of U.S. Immigration (Spring 2024)
Instructor: Dr. Angie Bautista-Chavez

Reading #2: Article

- O'Brien, Benjamin Gonzales, Loren Collingwood, and Michael Ahn Paarlberg. 2024. "Sanctuary Policies and the Influence of Local Demographics and Partisanship." *Urban Affairs Review* 60(1): 49-72.

Week 11 Research Guide: *Students will complete and submit their individual Data Analysis Papers, due on Monday, March 25.*

Due Date Alert: Data Analysis Paper is due on Monday, 3/25

Week 12: Collective Action and Organizing

Tue, 3/26 Reading #1: Chapter

- Zepeda-Millán, Chris. 2016. "Weapons of the (Not So) Weak: Immigrant Mass Mobilization in the US South." *Critical Sociology* 42(2): 269-287.

Reading #2: Chapter

- Escudero, Kevin. 2020. *Organizing While Undocumented: Immigrant Youth's Political Activism Under the Law*. New York University Press. [Chapter 1: "The Identity Mobilization Model: Strategic Uses of an Intersectional Movement Identity" (pages 19-48)]

Thu, 3/28 Reading #3: Chapter

- Escudero, Kevin. 2020. *Organizing While Undocumented: Immigrant Youth's Political Activism Under the Law*. New York University Press. [Chapter 2: "Asian and Undocumented: Illuminating a Silenced Past Embedded within Contemporary Narratives" (pages 49-76)]

Reading #4: Chapter

- Escudero, Kevin. 2020. *Organizing While Undocumented: Immigrant Youth's Political Activism Under the Law*. New York University Press. [Chapter 3: "Undocuqueer Activism: The Use of Shared Tactics across Social Movements Contexts" (pages 77-104)]

Reading #5: Article

- Russell, Felecia S., and Alonso R. Reyna Rivarola. 2023. "What Does it mean to be UndocuBlack? Exploring the Double Invisibility of Black Undocumented Immigrant Students in U.S. Colleges and Universities." *New Directions in Higher Education* 2023: 61-76.

Week 12 Research *As a team, sign up for a presentation slot. As a team, begin preparing team research presentations.*

POS 394: Politics of U.S. Immigration (Spring 2024)
Instructor: Dr. Angie Bautista-Chavez

Guide:

Week 13: Families

Tue, 4/2 **Reading #1: Article**
 ➤ 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, 4/4 **Reading #2: Article**
 ➤ 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.

Week 13 *Finalize team research presentations.*
Research
Guide:

Due Date Alert: Group Research Presentations due on Monday, 4/8

Week 14: In-Class Research Conference

Tue, 4/9 Group 1 Presentation
 Group 2 Presentation
 Group 3 Presentation

Thu, 4/11 Group 4 Presentation
 Group 5 Presentation
 Group 6 Presentation

Week 15: In-Class Research Conference

Tue, 4/16 Group 7 Presentation
 Group 8 Presentation
 Group 9 Presentation

Thu, 4/18 Group 10 Presentation
 Group 11 Presentation
 Group 12 Presentation

Week 16: The Future of U.S. Immigration

POS 394: Politics of U.S. Immigration (Spring 2024)
Instructor: Dr. Angie Bautista-Chavez

Tue, 4/23 **Guest Speaker**

Thu, 4/25 **Last Day of Class**

Week 16 *As a team, complete and submit Final Research Papers, due on Tuesday, April 30.*
Research
Guide:

Week 17: Final Research Papers Due

Tue, 4/30 **Due Date Alert: Final Research Papers due on Tuesday, 4/30**
5 Points Deducted Per Day for Late Submissions

Mon, 5/6 Due Date Alert: All Grades are Due on Monday, 5/6

6. Course Assignment Descriptions and Rubrics

Reading Reflections

Individual-Level Assignment
Total Points Available: 15 Points
Due Date: Mondays by 11:59 PM

Objective Reading reflections 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 3 weeks with assigned readings. For these select three weeks, submit a 300-500 word reading analysis and reflection. Reading reflections are a required assignment, and count for a total of 15 points towards the final grade. Reading reflections must be submitted by Mondays by midnight. For full points, be sure to address all key elements of a strong reading reflection, listed below.

Submit 300-500 words, posted via weekly Discussion Page.

Key Elements

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 to guide class discussion.

Group Charter

POS 394: Politics of U.S. Immigration (Spring 2024)

Instructor: Dr. Angie Bautista-Chavez

Group-Level Assignment

Total Points Available: 5 Points

Due Date: Monday, January 29 at 11:59 PM

Objective This is a group contract designed to help students establish positive collaborations.

Description Download and fill in the group charter with your group.

Submit Upload File via Canvas as Doc or PDF. No Google Links.

Key Elements

1. Course information (course, term, instructor).
2. Group members name and contact information (name, email, general availability).
3. Project information (title or topic, beginning and completion dates, project description and goals).
4. Group communication dynamics (mode of communication, location of shared project documents, communication preferences and boundaries).
5. Conflict resolution plan (how to handle disputes, mechanisms of accountability, and when instructor should mediate a conflict).
6. Individual researcher strengths and responsibilities (individual student skills and tasks).
7. Project timeline and deliverables (weekly timeline of benchmarks and progress towards completion of project).
8. Other.

Research Question and Hypotheses Paper

Group-Level Assignment

Total Points Available: 10 Points

Due Date: Monday, February 5 at 11:59 PM

Objective Articulate a research question and describe testable hypotheses.

Description The first step in the research process is developing a research question. The question can be motivated by recent or historical events, or 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.

Submit 500-750 words, 12-point font, double-spaced. Upload File via Canvas as Doc or PDF. No Google Links.

Key Elements

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.

POS 394: Politics of U.S. Immigration (Spring 2024)

Instructor: Dr. Angie Bautista-Chavez

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.
3. State a clear research question. The research question identifies some outcome, pattern, process, 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.

Literature Review

Individual-Level Assignment

Total Points Available: 10 Points

Due Date: Monday, February 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 research by reviewing cutting-edge research on their topic. This literature review must summarize and engage with 5 peer-reviewed articles, with careful attention to theories, testable claims, research designs, data collection, and methods of data analysis.

Submit 500-750 words, 12-point font, double-spaced. Upload File via Canvas as Doc or PDF. No Google Links.

Key Elements

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 and their implications.
5. Reflect on how each article has advanced your own understanding of your topic.

Data Analysis Paper

Individual-Level Assignment

Total Points Available: 10 points

Due Date: Monday, March 25 by 11:59 PM

Objective Identify and analyze existing data.

POS 394: Politics of U.S. Immigration (Spring 2024)

Instructor: Dr. Angie Bautista-Chavez

- Description** An important component of the research process is gathering and analyzing a variety of data sources. In this Data Analysis Paper, students will identify and analyze 5 data sources with relevance to this project. These can include existing datasets, archives, interviews, or other data.
- Submit** 500-750 words, 12-point font, double-spaced. Upload File via Canvas as Doc or PDF. No Google Links.
- Key Elements**
1. Identify and analyze 5 distinct sources of evidence or data.
 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. Interpret data according to your own analysis.
 4. Place these findings into conversation with each other.
 5. Revisit your topic and research question. Describe how the facts and figures you have compiled inform your research question and hypotheses.

Research Presentation

Group-Level Assignment

Total Points Available: 10 points

Due Date: Monday, April 8 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** Prepare and deliver a 10-minute presentation, followed by 5 minutes for Q&A.
- Submit** Upload PDF version of presentation slides Canvas as Doc or PDF. Google links can be used on the day of the presentation.
- Key Elements**
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-Level Assignment

Total Points Available: 20 points

POS 394: Politics of U.S. Immigration (Spring 2024)

Instructor: Dr. Angie Bautista-Chavez

Due Date: Tuesday, April 30 by 11:59 PM

Objective Research projects enable students to contribute to ongoing academic and public debates by conducting an original investigation and producing relevant 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 (Research Question and Hypotheses Paper, Literature Review Paper, Data Analysis Paper, Group Research Presentations) to help you write the final paper.

Submit 5,000 words, 12-point font, double-spaced, file as Doc or PDF.

Key Elements

1. **Topic.** A topic is presented in simple and clear language. Engaging descriptions and relevant definitions are included if appropriate. You can include important background information about the region, country, time period, or specific groups who seek to study.
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 your study measures 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.

POS 394: Politics of U.S. Immigration (Spring 2024)
Instructor: Dr. Angie Bautista-Chavez

13. Discussion. Conclude with a discussion of your findings and why they are important.
14. Next Steps. If applicable, describe potential next steps a study might take.
15. Bibliography. No research stands alone. Cite your sources. Must include a minimum of 10 sources.

Extra Credit

Peer Reviews: Up to 5 Points Available

Due Date: Monday, April 22 by 11:59 PM

- Objective** All students can gain extra credit points by providing their peers with supportive and actionable feedback on their group research projects. Students can earn 1 extra credit point by providing a Peer Review to other research teams in the class.
- Description** 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 below.
- Submit** Peer Reviews must be submitted by no later than Monday, April 22. This due date is non-negotiable, as students can only find these useful if they have time to receive and reflect on peer reviews as they write their final paper.
- Key Elements** Attend and actively listen to group presentations. Afterwards, submit a Peer Review. The Peer Review must include the following 3 components.
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: “*You communicated X well. But it was difficult to understand Y.*”
 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.