

**Political Science 405B Advanced Seminar in American Politics:
Immigration Politics and Policy (Winter 2020)**

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Course Website: <https://canvas.uw.edu/>

Class Meeting Time: Monday/Wednesday 12:30-2:20pm in MGH 278
Office Hours: Monday/ Wednesday 11:20-12:20pm Gowen 148 or By Appointment

Course Overview:

This course explores the history of immigration, public policies that have been aimed at immigration flows or immigrants, and the political consequences. The course will focus primarily on Latino immigrants in the U.S. context. Immigration policy is a highly salient and controversial issue in the current political landscape. This course will grapple with notions of citizenship and ‘illegality’ while examining backlash to demographic changes. Rhetoric on immigration is increasingly divisive and has caused differing reactions in the public and among voters, including immigrant rights activism and varying public opinions. Legislation and policies aimed at immigrants such as Arizona’s SB1070, DREAM Act and Proposition 187 in addition to other local, state, and federal measures will also be explored at length. Finally, this course will examine undocumented immigration, dynamics on the border, and the politics of policing and immigrant detention, with particular attention to recent policies such as family separation.

Course Requirements:

This course is an upper division seminar. Students are required to write two short reflection papers (2-3 pages) and complete a final group project and presentation. The final group project will involve working in groups of 4-5 students to create a video, podcast, or power point presentation on a contemporary immigration policy. More details about the final project will be provided on the assignment sheet.

Over the course of the quarter there will also be two in-class debates on **January 22nd and February 12th**. Students will be assigned a position to argue and will meet with members of their group during class to prepare for the debate.

The due dates for assignments and dates of the debates are as follows:

	<u>Date</u>
In-Class Debate #1	1/22
Short Paper #1	1/29
In-Class Debate #1	2/12
Short Paper #2	2/24
Final Group Project Presentation & Summary	3/11

Assignments are considered late if not turned in by the time class begins at 12:30pm on the assigned due date. Students should turn in a paper copy and upload it to Canvas Website under assignments. No electronic only submissions will be accepted unless stated otherwise on the assignment sheet.

Assignments are heavily weighted towards in class activities and discussion. They also comprise significant portions of the overall course grade. For this class to be successful, students need to regularly attend seminar and be ready to discuss the material.

Grade Breakdown:

Short Paper #1	10%
Short Paper #2	10%
Final Group Project	35%
Participation	25%
In-Class Debates	20%

Grading Policies & Procedures

The 4.0 scale used for this course is posted on Canvas. Written assignments and exams will report the raw score out of 100, the letter grade, and the corresponding 4.0 grade.

Grade scale:

100-90= A range

89-80= B range

79-70= C range

69-60= D range

below 59 = range

Evaluations of written assignments

Please note the following rough guidelines will be used in the evaluation of the papers. Written work in the **A** range is characterized by a strikingly creative, perceptive, and persuasive argument/thesis statement; comprehensive synthesis and analysis of the course material; fully addresses all components of the prompt; considers counter arguments; straightforward yet sophisticated organization of thoughts and error-free prose. Written work in the **B** range is characterized by sound, original, and reasonably thoughtful argument/thesis statement; addresses nearly all components of the prompt; considers counter arguments; competent analysis of various course material, logical organization; and clear and error-free prose. Written work in the **C** range is characterized by a relatively underdeveloped, simplistic, or derivative argument/thesis statement; partial, inconsistent, or faulty analysis of course material; partially addresses prompt; convoluted organization; and awkward, or otherwise distracting prose. Written work in the **D** range is characterized by incoherent or extremely confusing argument; prose minimally engages prompt; superficial or fleeting engagement with the course material; chaotic or irrational organization; and error-riddled prose. Written work that lacks any argument or analysis and is sloppy, earns an **F**. Please take this grading metric into consideration as you allocate time on your writing as there is no curving of grades in this course.

Appeals & Re-Grades

If you would like to appeal a grade on an assignment, you must submit your appeal to the instructor within one week of the graded assignment being given back to you. Your appeal can be no longer than 1-page single space and must detail where you earned points that were not allocated to you. Please be aware that the instructor reserves the right to re-grade the entire assignment once an appeal is made, which may result in an increase, no change, or decrease in the score a student receives.

Extensions

If you become ill or have some other emergency and cannot turn in a paper on time, participate in an in-class debate, or participate in your group final project presentation, you must notify me ahead of time to request an extension. To qualify for an extension, you must provide written documentation of the emergency or illness. Extensions and make-up presentations will only be granted under the gravest of circumstances. No alternate final group project presentation options

will be offered due to travel or vacation plans. Only after written confirmation from the instructor that you can turn in a paper or do a presentation late should you consider the extension granted.

Late Penalty

If you do not get permission from the instructor ahead of time to turn in a paper late, the penalty is 10% per day (24 -hour period) it is late. After three days (72 hours), no late papers will be accepted for a grade. No exceptions. Given the severity of the late penalty, it is rarely in a student's interest to work on a paper more and turn it in late.

If you miss an in-class debate or the final group project presentation without getting an extension, there is no option to complete this work late. These assignments are completed in-class in conjunction with your classmates on the assigned day in the syllabus. Please be sure to attend class on those dates in order to be able to participate and earn points on these assignments.

Readings

This is an upper division course that is reading intensive. Average reading load per week is 100 pages. Some weeks will have as few as 60 pages of readings, but other weeks may have as much as 130 pages of reading. All course materials are available electronically from Canvas or online and can be printed out. The electronic PDFs will be available for download from the course website under Files and will be organized by week.

Ideally readings assigned for Monday's class should be completed before the Monday class meeting and likewise for Wednesday's readings.

Additional Procedures & Policies:

Attendance/Absences

A substantial portion of the overall course grade is from participation and it is necessary to attend and participate to receive these points. Moreover, the paper prompts and exams will draw heavily from class material, therefore absences will result in difficulty in achieving maximum points on these assignments. If students are absent, it is his/her responsibility to obtain notes from a classmate. Notes will not be provided by the instructor.

Participation

Participation comprises 25% of the overall course grade. Students are expected to come prepared to discuss the assigned material. Some of the readings are extremely challenging in terms of the concepts they introduce and the evidence they employ. Most of these articles cannot be quickly skimmed, meaning that students should budget appropriate time for reading and thinking through each article, as well as how they relate to each other. Participation will be evaluated on both the quality and quantity of comments from students. Moreover, participation/performance in activities in-class such as small group discussion, debates, pop-quizzes, and simulations may also be factored into the participation grade. Please note participation points are earned through participation and are not earned by simply attending section.

Discussion Expectations

The goals for discussion are:

1. Clarify any points of confusion from seminar.
2. Discuss the main themes from the week's readings.
3. Engage the literature by thinking critically about the theories and evidence confirming or disconfirming the arguments.

4. Make connections between the readings and seminar and current events.

If all of the above happen, then it has been a successful seminar meeting.

Course Communications

Announcements about the course will be delivered at the start of class and major announcements will be posted on the course website. The instructor will also communicate with students using the email tool within Canvas. It is each student's responsibility to regularly check the email address connected to your account in Canvas and to check the Canvas site.

If you have any straightforward administrative or logistical questions not of a personal nature (e.g. readings for the week; paper due date, etc.) please consult the website and syllabus first. The answers to most questions are on the website or in the syllabus. If you cannot find the answer you are looking for, then email the instructor. If you do not receive a response to your email, then you should assume the answer is in the syllabus or on the course website.

For more substantive and detailed questions, please see the instructor during office hours. This includes questions clarifying the course material, grading questions, and feedback on your project or papers. These types of questions will not be answered via email and are best suited for a conversation.

Please note that the instructor will aim to respond to emails within 24 hours, Monday through Friday. The instructor will not consistently respond to emails over the weekend.

Course Conduct

Every student brings a different perspective to the classroom. Dialogue in my class is expected to always be respectful. We all reserve the right to respectfully disagree with one another; we do not have the right to intimidate, insult, or harass anyone. Students are expected to behave in a professional manner and be respectful towards myself and their classmates. Part of respectful behavior is coming to class on time, paying attention, and being awake. Students are not permitted to talk on the phone, text, or engage in any other disruptive behavior. Eating is permitted as long as it does not disrupt others.

Accessibility/Accommodations

If you have established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me as soon as possible so we can discuss your needs in this course. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

For the university's policy on religious accommodations, please see <https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>

Technology

Your undivided attention during each class will significantly improve your performance in this class. Students are encouraged to put laptops, phones, and other electronic devices away and take notes the old-fashioned way- on paper. Research demonstrates that taking notes on paper significantly improves retention and understanding. To promote discussion and active participation by all students in class, the use of laptops, phones, and electronic devices should be greatly limited during class. If necessary, students can use such devices to directly consult the readings or take notes. However, use for any other purpose is prohibited.

Please be aware that use of electronic devices other than for note-taking can be very distracting to other students. Disruptive behavior in this class is not permitted.

Recording of lectures/seminars is not permitted unless the instructor specifically grants permission during a specific class meeting.

Citations/Footnotes

In your papers, you must cite authors from whom you draw ideas/quotations. The typical style in political science is (Last Name, Year of Publication: Page) or (Last Name, Year of Publication). For example, (Hutchings 2003: 118) or (Hutchings, 2003). Footnotes or endnotes are also acceptable ways of acknowledging work. In your exams, it is a good idea to cite authors that we have read in the course; page numbers are obviously not required. You can use any citation style you prefer as long as it is an official style i.e. MLA or Chicago.

Academic Misconduct

Academic misconduct is a serious offense at The University of Washington. All cases of suspected academic misconduct will be referred to the Arts and Sciences Committee on Academic Conduct, and may result in a grade of 0.0 for the assignment in question.

University policies and guidelines regarding cheating and plagiarism can be found at <https://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>.

What constitutes academic misconduct? The University of Washington Student Conduct Code defines it as the follow (WAC 478-120-024)

Academic misconduct includes:

- (a) **"Cheating,"** which includes, but is not limited to:
 - (i) The use of unauthorized assistance in taking quizzes, tests, or examinations; or
 - (ii) The acquisition, use, or distribution of unpublished materials created by another student without the express permission of the original author(s).
- (b) **"Falsification,"** which is the intentional use or submission of falsified data, records, or other information including, but not limited to, records of internship or practicum experiences or attendance at any required event(s). Falsification also includes falsifying scientific and/or scholarly research.
- (c) **"Plagiarism,"** which is the submission or presentation of someone else's words, composition, research, or expressed ideas, whether published or unpublished, without attribution. Plagiarism includes, but is not limited to:
 - (i) The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment; or
 - (ii) The unacknowledged use of materials prepared by another person or acquired

- (d) from an entity engaging in the selling of term papers or other academic materials.
- (d) **Prohibited collaboration.**
- (e) Engaging in behavior specifically prohibited by an instructor in the course of class instruction or in a course syllabus.
- (f) **Multiple submissions** of the same work in separate courses without the express permission of the instructor(s).
- (g) Taking deliberate action to destroy or damage another's academic work in order to gain an advantage for oneself or another.
- (h) The recording of instructional content without the express permission of the instructor(s), and/or the dissemination or use of such unauthorized records.

If you are uncertain what constitutes plagiarism, please ask me. The Political Science/JSIS/LSJ/CHID Writing Center also offers guidance on plagiarism:
<http://depts.washington.edu/pswrite/forstudents.html>.

Canvas & VeriCite

Students are required to turn in written assignments in paper copy and electronic copy when noted on the assignment sheet. Failure to turn in both formats by the deadline will result in a late penalty until both formats are submitted. It is the student's responsibility to verify that the electronic upload to the Canvas site was successful and print a confirmation sheet with date and time for their records. Please be aware that the electronic copy is submitted to VeriCite on the Canvas website. VeriCite is a software program that checks for plagiarism and other forms of academic dishonesty. All students are required to submit to this program.

Please note the instructor reserves the right to change the syllabus

Good luck and I look forward to a great term together!

Course Outline and Reading Assignments

Week 1 (January 6th and 8th) Immigration Controversy in the U.S. Context & Historical Roots of Immigration

January 6th

The Opinion Pages: Room for Debate. 2015. [“Should ‘Birthright Citizenship’ Be Abolished”](#). *The New York Times*. August 24. Read entire symposium of brief articles.

Downes, Lawrence. 2012. [“The Illegal Trap”](#). *The New York Times*. September 26.

The Opinion Pages: Room for Debate. 2016. [“Is Any Immigration Reform Possible in this Political Climate”](#). *The New York Times*. September 16. Read entire symposium of brief articles.

January 8th

Tichenor, Daniel. 2002. *Divided Lines: The Politics of Immigration Control in America*. Princeton University Press, Princeton: NJ. Ch. 1 “Introduction”, Ch. 3 “Immigrant Voters in a Partisan Polity: European Settlers, Nativism, and American Immigration Policy, 1776-1896”, Ch. 4 “Chinese Exclusion and Precocious State-Building in the Nineteenth Century American Polity.”

Week 2 (January 13th and 15th) Conceptualizing Citizenship

January 13th

Jones-Correa, Michael and Els de Graauw. 2013 “The Illegality Trap: The Politics of Immigration and the Lens of Illegality”. *Daedalus*. 142(3): 185-195.

Masuoka, Natalie and Jane Junn. 2013. *The Politics of Belonging: Race, Public Opinion, and Immigration*. University of Chicago. Chicago: IL. Ch. 2 “Development of The American Racial Hierarchy: Race, Immigration, and Citizenship.”

January 15th

Spiro, Peter. 2008. *Beyond Citizenship*. Oxford; Oxford University Press. Chapter 1 “Born American” and Chapter 2 “Made American.”

Bloemraad, Irene. 2006. *Becoming a Citizen*. University of California Press: Berkeley CA Ch. 4 “The Meaning of Citizenship.”

Frost, Amanda. 2019. [“The Fragility of American Citizenship”](#). *The Atlantic*. October 9th.

Week 3 (January 22nd) Assimilation

**** No Class January 20th University Holiday****

****In-Class Debate on Jan 22nd**

Samuel Huntington, *Who Are We? The Challenges to American’s National Identity* (New York: Simon and Schuster) 2004. Chapter 9, “Mexican Immigration and Hispanization.”

Fraga, Luis and Gary Segura. 2006 “Culture Clash? Contesting Notions of American Identity and the Effects of Latin American Immigration” *Perspectives on Politics* Symposium on Immigration Volume 4: 2: 279-287.

Alba, Richard and Victor Nee. 2003. *Remaking the American Mainstream*. Cambridge, MA: Harvard University Press, Chapter 6 “Evidence of Contemporary Assimilation.”

Week 4 (January 27th and 29th) Political & Social Incorporation

****Short Paper #1 Due January 29th ****

January 27th

Jones-Correa, Michael. 1998. *Between Two Nations: The Political Predicament of Latinos in New York City*. Ithaca, NY: Cornell University Press. Chapter 5 “Resistance from Within: The Myth of Return and the Community of Memory” & Chapter 7 “The Politics of In-Between: Avoiding Irreconcilable Demands, Keeping Loyalties”.

Menjívar, Cecilia. 2000. *Fragmented Ties: Salvadoran Immigrant Networks in America*. Berkeley and Los Angeles: University of California Press Ch. 5 “Context of Reception in the United States” & Ch. 6 “Gendered Networks”.

January 29th

Marrow, Helen. 2005. "New Destinations and Immigrant Incorporation". *Perspectives on Politics*. 3(4) 781-799.

Ramakrishnan, S. Karthick. 2005. *Democracy in Immigrant America: Changing Demographics and Political Participation*. Palo Alto, CA: Stanford University Press. Chapter 5. "Are the Newcomers Exceptional? The Applicability of Traditional Models to Immigrant Participation".

Week 5 (February 3rd and February 5th) Anti-Immigrant Climate

February 3rd

Chavez, Leo. 2001. *Covering Immigration: Popular Images and the Politics of a Nation*. University of California Press. Berkeley; CA. Chapter 4 "Lexicon of Images, Icons, and Metaphors for a Discourse on Immigration and the Nation" & Chapter 8 "Manufacturing Consensus on an Anti-Mexican Discourse".

Hopkins, Daniel J. 2010. "Politicized Places: Explaining Where and When Immigrants Provoke Local Opposition". *American Political Science Review*. 104(1): 40-60

February 5th

Chavez, Leo. 2008. *The Latino Threat*. Stanford University Press. Palo Alto: CA. Ch. 1 "Latino Threat" and Chapter 6 "Minuteman Project's Spectacle of Surveillance on the Arizona- Mexico Border"

Massey, Douglas and Magalay Sánchez, 2011. *Brokered Boundaries*. Russell Sage. New York: NY. Ch 3, "Rise of Anti-Immigrant Times".

Week 6 (February 10th and February 12th) Undocumented Immigration

** In-Class Debate #2 February 12th**

February 10th

Abrego, Leisy. 2011. "Legal consciousness of undocumented Latinos: Fear and stigma as barriers to claims making for the first and 1.5 generation immigrants". *Law & Society Review*. 45(2): 337-370.

Ngai, Mae M. 2004. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton University Press. Princeton; NJ Ch. 2 "Deportation Policy and the Making and Unmaking of Illegal Aliens"

<http://fivethirtyeight.com/datalab/undocumented-immigrants-arent-who-you-think-they-are/>

February 12th

Gonzalez, Roberto. 2016. *Lives in Limbo: Undocumented and Coming of Age in America*. University of California Press. Berkeley: CA. Ch. 8 "Adulthood: How Immigration Status Becomes as Master Status"

Vargas, Jose Antonio. 2011. "My Life as an Undocumented Immigrant." *The New York Times*. June 22, 2011. <http://www.nytimes.com/2011/06/26/magazine/my-life-as-an-undocumented-immigrant.html?pagewanted=all>

Week 7 (February 19th) Border Politics

**** No Class February 17th University Holiday****

Carens, Joseph H. 1987. "Aliens and Citizens: The Case for Open Borders". *The Review of Politics* 49(2):251-73.

De Leon, Jason. 2015. *The Land of Open Graves. Living and Dying on the Migrant Trail*. Stanford University Press. "The Crossing" and "Exposure".

Heyman, Josiah Mc.C. "Constructing a virtual wall: Race and citizenship in US–Mexico border policing". *Journal of the Southwest*. 50(3): 305-333.

Week 8 (February 24th and 26th) Local-Level Changes & Immigration Enforcement

**** Short Paper #2 Due on February 24th**

February 24th

Film Presentation in class- selections from "Lost in Detention" and "Liberty 9500"

Provine, Doris Marie, Monica W. Varsanyi, Paul G. Lewis, and Scott H. Decker. 2016. *Policing Immigrants: Local Law Enforcement on the Front Lines*. University of Chicago Press. Chicago: IL. Ch 3 "The Problematic Framework of Immigration Federalism".

February 26th

Gulasekaram, Pratheepan and S. Karthick Ramkrishnan. 2015. *The New Immigration Federalism*. Cambridge University Press. New York: NY. Ch. 3 "Rise of Restrictive Legislation and Demographic Arguments of 'Vital Necessity' and Ch. 5 "A Shifting Tide in 2012: Pro-Integration Activists gain the Upper Hand"

Ryo, Emily. 2019. "Understanding Immigrant Detention: Causes, Conditions, and Consequences". *Annual Review of Law and Social Science*. 15:97-115.

Week 9 (March 2nd and 4th) Contemporary Immigration Policy & Opinion

March 2nd

Wallace, Geoffrey P.R. and Sophia Jordán Wallace. Forthcoming. Who Gets to Have a DREAM? Examining Public Support for Immigration. *International Migration Review*.

Wallace, Sophia Jordán. and Chris Zepeda-Millán. Forthcoming. *Walls, Cages, and Family Separation: Immigration Politics in the Trump Era*, Ch 2. "The Wall". Cambridge University Press.

March 4th

Delahunty, Robert J., and John C. Yoo. 2012. "Dream On: The Obama Administration's Nonenforcement of Immigration Laws, the DREAM Act, and the Take Care Clause." *Tex. L. Rev.* 91: 781.

O'Brien, Benjamin Gonzalez, Loren Collingwood, and Stephen Omar El-Khatib. 2019. "The politics of refuge: Sanctuary cities, crime, and undocumented immigration." *Urban Affairs Review*. 55 (1): 3-40.

Villegas, Paulina. 2019. "[Detentions of Child Migrants at the U.S. Border Surges to Record Levels](#)". The New York Times. October 29.

Film presentation in class- selections from "The Faces of Family Separation" and "Zero-Tolerance Policy"

Week 10 (March 9th and 11th) Immigrant Rights Movement

March 9th

Nicholls, Walter. 2019. *The Immigrant Rights Movement*. Stanford University Press. Ch. 9 "Making Immigrants American"

Zepeda-Millán, Chris. 2017. *Latino Mass Mobilization: Immigration, Racialization, and Activism*. New York, NY: Cambridge University Press. Ch.2 "Weapons of the Not So Weak."

Wallace, Sophia J., Chris Zepeda- Millán and Michael Jones-Correa. 2014. Spatial and Temporal Proximity: Examining the Effects of Protests on Political Attitudes. *American Journal of Political Science*. 58(2): 449-465.

March 11th - Final Group Project Due & Presentations in class