

**Political Science 555B Advanced Seminar in American Politics:
Immigration Politics and Policy (Winter 2021)**

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

Class Meeting Time: Thursdays 1:30-4:20pm on Zoom
Office Hours: On Zoom. Email me for an appointment. The best times are between 2-3pm M-W or F or immediately after class on Thursdays.

Course Overview:

This course explores the history of immigration, immigration policies, public opinion on immigration, and activism. 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. Finally, this course will also examine undocumented immigration, dynamics on the border, and the politics of policing and immigrant detention.

Course Requirements:

1. Write a critical response memo
2. Write a peer review of an article
3. Regular participation in seminar
4. Attend class every week
5. Author Presenter role once in the quarter
6. Assume Authors’ Defendant role once in the quarter
7. Research Design or Review Essay (proposal, presentation, and design/essay)

Critical Response Memo

The memo should be 7-9 double-spaced pages and should focus on 2-3 readings from the week. **Memos are due by 6 pm on Wednesday night and should be circulated to the class by email.** All students in the class and the professor will be able to view the response papers. Memos should be analytical in nature rather than summarize the readings. Your goal is to develop an original argument (theoretical, empirical or methodological), which improves our understanding of the underlying issues of the week’s topic. Memos cannot overlap with the week you present or assume the role of author’s defendant. A sign-up will be circulated at the first class.

Peer Review

This memo (2-3 pages single-spaced) will be written as if you are a reviewer of the manuscript during the publication process. In the memo, students should assess the research question, theory, research design, findings, implications, structure, and conclusions of the article. You may write the review of any article on the syllabus. **Each student is required to complete the Peer Review Assignment by March 11th at 1:30pm.**

Participation

This is a graduate seminar and your avid participation is vital to its success. Attendance and participation in the weekly seminar meeting are required. Students are expected to complete all assigned readings before class and come prepared to discuss the material. All students will be expected to contribute to the discussion at every class meeting. Quality of comments is valued over quantity. If students come to seminar unprepared the quality of discussion will be radically diminished. Students will be required to facilitate discussion and be the authors' defendant at least once in the semester. There will be a sign-up at the start of the semester.

Author Presenter

Students will be asked to lead discussion by presenting core aspects of one assigned reading in a 10-15-minute presentation using power point. Over the duration of the semester students will be required to present twice. It will simulate a conference style presentation and the presenter will present as if he/she is one of the authors of the work. The presentation should include the following:

- a. What is the research question?
- b. What literature/work is this work contributing to?
- c. What is the theory and hypotheses?
- d. What is the methodological approach and research design?
- e. What are the findings?
- f. What is the central contribution of the work and implications?

Authors' Defendant

As the authors' defendant you must seek to defend the theory, method, and value of the readings for a given week. This role does not require any written work but rather is a type of participation. As is the case in many graduate seminars, critiques of work are plentiful, however there is little praise or defense of work. Your job is to defend the value and merit of the readings from unjust attacks in order to keep the discussion balanced.

Research Design/Review Essay

The final assessment can be an original research design on a project in immigration politics or a review essay in an area of immigration politics. Review essays will assess the state of subfield of literature within the study of immigration and politics. Research designs will identify a research question, the relevant theoretical background, and describe the methodology to conduct the research. More details regarding the assignment is posted on the course website. A 2-page double spaced proposal elaborating your research design or review essay topic is due on **February 4th**. Students will present their designs or review essay ideas in an 8-10-minute presentation on the last day of class (**March 11th**) and receive feedback from peers and the instructor. Final research designs/ review essays are due on **Thursday March 18th at 6pm**. Students will be required to submit their paper on the course website, as well as directly email it to the professor.

Grade Breakdown:

Critical Response Memo:	15%
Peer Review Memo:	10%
Author Presentation:	15%
Authors' defendant:	5%
Participation:	25%
Research Design/Review Essay:	30%

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. Late assignments will not be accepted for credit.

Grade scale:

100-90= A range

89-80= B range

79-70= C range

69-60= D range

below 59 = range

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 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.

Canvas & VeriCite

Students are required to turn in written assignments in electronic copy in this remote course. Please be

aware that the electronic copy is submitted to VeriCite on the Canvas website. It is a software program that checks for plagiarism and other forms of academic dishonesty. All students are required to submit to this program. 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.

Collaborative Work

Please note that unless specifically granted by the professor or directly indicated on the assignment sheet otherwise, students should only complete assignments individually. Memos and papers are NOT to be completed in a collaborative effort with other students. Additional directions concerning these points will be further elaborated on specific course assignment handouts.

Accessibility/ Accommodations

If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to the instructor 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 should likewise contact DRS at 206-543-8924, email uwdrs@uw.edu, or online at <http://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.

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/).

Course Materials:

I strongly recommend that you purchase all of the required books in this course to build your library. Books can be purchased online from sites, such Amazon, where used options are available. The books will NOT be available for purchase at a campus bookstore. Books with large selections on the syllabus are listed as required for purchase. All articles and shorter book selections are available for on the course website on Canvas under Files (including a PDF version of the entire Wallace and Zepeda-Millán 2020 book). The readings are organized by week.

Beltrán, Cristina. 2020. *Cruelty as Citizenship: How Migrant Suffering Sustains White Democracy*. Minneapolis: Minnesota University Press.

Zepeda-Millán, Chris. 2017. *Latino Mass Mobilization: Immigration, Racialization, and Activism*. New York: Cambridge University Press.

**Please note the instructor reserves the right to change the syllabus and modify the reading schedule if necessary **

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

Course Outline and Reading Assignments

Week 1 (January 7th) Intro & Immigration in the U.S. Context

Tichenor, Daniel. 2002. *Divided Lines: The Politics of Immigration Control in America*. Princeton: Princeton University Press. Ch. 1 “Introduction”, Ch. 4 “Chinese Exclusion and Precocious State-Building in the Nineteenth Century American Polity.”

Wong, Tom. *Politics of Immigration*. New York: Oxford University Press. Ch. 2.

Week 2 (January 14th) Conceptualizing Citizenship

Beltrán, Cristina. 2020. *Cruelty as Citizenship: How Migrant Suffering Sustains White Democracy*. Minneapolis: Minnesota University Press. Intro, Ch. 3, Conclusion.

Cohen. Elizabeth. 2009. *Semi-Citizenship in Democratic Politics*. New York: Cambridge University Press. Ch. 2 “The Myth of Full Citizenship”

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

Bloemraad, Irene, Anna Korteweg, and Gokce Yurdakul. 2008. “Citizenship and Immigration: Multiculturalism, Assimilation, and Challenges to the Nation-State”. *Annual Review of Sociology*. 34:153-179.

Week 3 (January 21st) Political & Social Incorporation

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

Jones-Correa, Michael. 1998. *Between Two Nations: The Political Predicament of Latinos in New York City*. Ithaca: Cornell University Press. Chapter 5 “Resistance from Within: The Myth of Return and the Community of Memory”

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”.

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

Ramakrishnan, S. Karthick and Thomas J. Espenshade. 2001. “Immigration Incorporation and Political Participation in the United States”. *International Migration Review*. 35(3):870-909.

Week 4 (January 28th) Undocumented Immigration

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.

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

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.

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

Week 5 (February 4th) Border Politics

****Research Paper/Review Essay Proposal Due****

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

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

De Leon, Jason. 2015. *The Land of Open Graves. Living and Dying on the Migrant Trail*. Palo Alto: 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 6 (February 11th) Anti-Immigrant Sentiments and Reactions

Abrajano, Marisa and Zoltan Hajnal. 2015. *White Backlash: Immigration, Race, and American Politics*. Princeton: Princeton University Press. Ch. 1 "Theory of Immigration of Backlash Politics"

Chavez, Leo. 2001. *Covering Immigration: Popular Images and the Politics of a Nation*. Berkeley: University of California Press. Ch. 4 "Lexicon of Images, Icons, and Metaphors for a Discourse on Immigration and the Nation" & Ch. 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

Chavez, Leo. 2008. *The Latino Threat*. Palo Alto: Stanford University Press. Ch. 1 "Latino Threat"

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

Anti-Immigrant Times”.

Week 7 (February 18th) Immigration Enforcement

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

Gulasekaram, Pratheepan and S. Karthick Ramkrishnan. 2015. *The New Immigration Federalism*. New York: Cambridge University Press. 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”

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.

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

Week 8 (February 25th) Contemporary Public Opinion & Policies

Hainmueller, Jens and Daniel J. Hopkins. 2014. “Public Attitudes Toward Immigration.” *Annual Review of Political Science* 17(1): 225-249

Wallace, Geoffrey P.R. and Sophia Jordán Wallace. 2020. Who Gets to Have a DREAM? Examining Public Support for Immigration. *International Migration Review*. 54(2):527-558.

Wallace, Sophia Jordán. and Chris Zepeda-Millán. 2020. *Walls, Cages, and Family Separation: Race & Immigration Politics in the Trump Era*, New York: Cambridge University Press. (entire)

Week 9 (March 4th) Immigrant Rights Activism

Gonzales, Roberto. 2008. “Left out and Not Shut Down: Political Activism and Undocumented Student Movement”. *Northwestern Journal of Law and Policy*. 3(2):219-239.

Nicholls, Walter. 2019. *The Immigrant Rights Movement*. Palo Alto: Stanford University Press. Ch. 9 “Making Immigrants American”

Zepeda-Millán, Chris. 2017. *Latino Mass Mobilization: Immigration, Racialization, and Activism*. New York: Cambridge University Press. Intro, Ch 1-3.

Week 10 (March 11th) Student Presentations & Peer Feedback

**** Final Review Essay/Research Design Due March 18th at 6pm ***