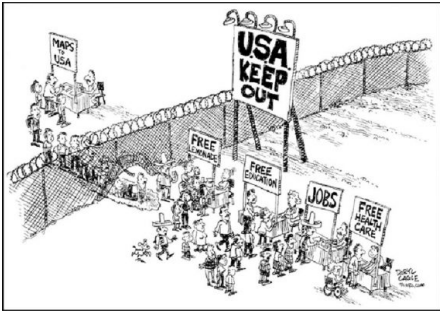


PPPA 6085.12: Current Issues in US Immigration Policy  
Fall 2018  
Meets 2114 G Street on Thursdays 6:10-8:00pm

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Office: 2114 G Street NW Office Hours: Mondays 2-4pm, or by appointment



### Course Description

Why is immigration so politically contentious and complicated in the United States (which is, after all, a “nation of immigrants”)? Whereas we often hear romanticized ideas of the nation’s immigrant past, the country’s immigration history, laws, and policies are more contested, more nuanced, and more complicated than many assume. Politicians, public commentators, critics, and media organizations have traditionally influenced our understanding of immigration and the role that immigrants play in U.S. society. This class aims to provide context to current immigration debates immigration from a (mainly) sociological point of view. We start by taking a historical overview of U.S. immigration history, but the bulk of the course will focus on salient issues in the immigrant discourse today such as incorporation, deportation policy, racism, and border policing. We will pay particular attention to immigration reform, integration, and citizenship all within social, political, and economic contexts and the relationships between migrants and existing institutions and identities.

There are many ways of teaching immigration and the topics included below are not intended to be exhaustive. Rather, I have selected readings that directly offer a sociological context for understanding contemporary immigration policy and politics. Whenever possible I have listed additional primary sources and multimedia to assist in teaching and learning.

### Required Course Materials

We will be reading policy reports, government records, social science articles, newspaper and magazine pieces, op-eds, and book chapters throughout the semester. All of them are available on *BlackBoard* and, when applicable, through links to websites or the library.

*I reserve the right to assign additional or alternative readings throughout the semester whether to complement your learning, fill learning gaps, incorporate students’ suggestions, or adapt to changes in immigration policies or other current events.*

### Learning Outcomes

The goal of this course is to provide students with an understanding of the different social, political, and economic influences on and consequences of immigration. At the end of the course, students will be able to have a working knowledge of:

- The main past and current immigration laws and policies and how they relate to current immigrant narratives
- How the contemporary deportation regime came into being, how it operates, what functions it serves and for whom
- How immigration, citizenship, and removal laws impact the lives of migrants, their families, and their communities in the U.S. and abroad
- The ways civil society organizes around immigration and (il)legality

Throughout the course, students will practice the following thinking and communication skills:

- Working independently and collaboratively in small groups
- Reading, synthesizing, and evaluating immigration literature
- Engaging in a respectful debate on controversial issues
- Presenting and leading a group discussion

### **Course Format**

Most class sessions will include a short lecture by the professor followed by student-led discussion. There will be some guest speakers and the course may incorporate multi-media materials, such as film and news clips. We will be covering topics that may be socially sensitive; therefore, it is crucial that we remain respectful of one another's points of view during the course.

### **Keeping up with the changing nature of Immigration Policy**

Please keep in mind that this class is working with a 'moving target.' For that reason, I request that everyone remains open-minded and flexible. We might want to change some weeks' topics as outlined above. I am open to changes, and I hope you are too.

You will also want to spend a few minutes each week browsing a few of these websites. There are several websites that might be of interest to you as we progress through the course:

- **Bender's Immigration Bulletin:** A mix of immigration news, opinions, and case law updates
  - <http://www.bibdaily.com/>
- **Center for Immigration Studies:** Information about the social, economic, environmental, security, and fiscal consequences of immigration into United States.
  - <https://cis.org/ImmigrationBlog>
- **Congressional Budget Office (CBO):** Trends in immigration and policy proposals that would affect immigration—in particular, by estimating the budgetary and economic effects of those proposals.
  - <https://www.cbo.gov/topics/immigration>
- **Crimmigration Blog:** Practical analysis about the immigration consequences of criminal violations
  - <http://crimmigration.com/>
- **GovTrack.us:** A project of [Civic Impulse, LLC](#) to browse bills in the U.S. Congress related to immigration, as determined by the Library of Congress
  - <https://www.govtrack.us/congress/bills/subjects/immigration/6206>
- **Immigration Blog:** Information on legal developments in immigration, policy developments affecting immigrants and immigrant communities, and immigration humor
  - <http://lawprofessors.typepad.com/immigration/>

- **The Law Offices of Norton Tooby:** collection of information on the intersection of criminal and immigration law.
  - <http://nortontooby.com/resources>
- **The Migration Policy Institute:** Useful reports on immigration.
  - <http://www.migrationpolicy.org>
- **Pew Research Hispanic Center:** Nonpartisan source of data and analysis on issues affecting Latinos such as immigration, citizenship, and education.
  - <http://www.pewhispanic.org/>

## PART 1: IMMIGRATION BASICS

Week 1: Aug. 30	Welcome and course goals
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Post class required reading:

1. Waters, Mary C. (2011) "Debating Immigration: Are We Addressing the Right Issues?" Marcelo M. Suarez-Orozco, Vivian Louie, and Roberto Suro (eds.) *Writing Immigration: Scholars and Journalists in Dialogue*: 236-250.

Recommended reading:

Zolberg, Aristide R. 1999. "Matters of State: Theorizing Immigration Policy: Pp. 71-93 in *The Handbook of International Migration: The American Experience*, edited by C. Hirschman, P. Kasinitz and J. DeWind. New York: Russell Sage Foundation

Week 2: Sept. 6	Brief US History of Immigration and Immigrants
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Required readings:

1. Cohn, D'Vera (2017). [How US immigration Laws and Rules Have Changed Through History](#). Pew Research Center RSS.
2. Ewing, Walter A. (2012). [Opportunity and Exclusion: A Brief History of U.S. Immigration](#). American Immigration Council.
3. Massey, Douglas, Jorge Durand and Malone (2002). *Beyond Smoke and Mirrors*. Chapters 1-3 (pp. 1-51).
4. Timeline: Major U.S. Immigration Laws 1970-Present. Migration Policy Institute

For additional perspectives:

- o <https://www.npr.org/2018/01/25/580222116/the-gops-evolution-on-immigration>
- o <https://op-talk.blogs.nytimes.com/2014/07/11/a-brief-history-of-pro-immigrant-conservatism/>

Recommended readings:

Lee, Everett S. 1966. "A Theory of Migration." *Demography*, 3(1): 47-57; Massey, Douglas S. 1999. "Why Does Immigration Occur? A Theoretical Synthesis." Pp. 34-52 in *The Handbook of International Migration: The American Experience*, edited by C. Hirschman, P. Kasinitz and J. DeWind. New York: Russell Sage Foundation; Gerber, David. 2011. *American Immigration: A Very Short Introduction*. New York: Oxford University Press; Lee, Erika. 2006. "A Nation of Immigrants and a Gatekeeping Nation: American Immigration Law and Policy." Pp. 5-35 in *A Companion to American Immigration*. Edited by Reed Ueda. Oxford, UK: Blackwell Publishing; Aleinikoff, Martin et al. 2005. *Immigration and Nationality Laws of the United States*. West Publishing

Week 3: Sept. 13	The Immigration System(s) and Immigration in Numbers
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**\*\*Everyone writes memos and at engages at least 3 times\*\*\* due 8pm**

Required readings:

1. National Conference of States Legislature (2017) [Snapshot of US Immigration](#).
2. Zong, Jie, Jeanne Batalova, and Jeffrey Hallock (2018). [Frequently Requested Statistics on Immigrants and Immigration in the United States](#). Migration Policy Institute.
3. American Immigration Council (2016). [How the United States Immigration System Works](#). Online document.
4. Davy, Megan, Deborah W. Meyers, and Jeanne Batalova (2005). [Who Does What in US Immigration](#). Migration Policy Institute.

Also try to take a look at:

- Batalova, Jeanne, Michelle Mittelstadt, Mark Mather, and Marlene Lee (2008). [Immigration: Data Matters](#). Washington, DC: Population Reference Bureau.
- Congressional Budget Office (2006). [Immigration Policy in the United States](#). Online report.

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## PART 2: THE PERENNIAL ISSUES

Week 4: Sept. 20	Economic Impacts of Immigration
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Required readings:

1. Borjas, George J. (2003). "The Labor Demand Curve Is Downward Sloping: Reexamining the Impact of Immigration on the Labor Market." *The Quarterly Journal of Economics*, 118(4): 1335-1374.
2. Kerr, Sari Pekkala, and William R. Kerr (2016). [Immigrant Entrepreneurship](#). No. w22385. National Bureau of Economic Research.
3. Gentsch, Kerstin and Douglas Massey (2011). "Labor Market Outcomes for Legal Mexican Immigrants Under the New Regime of Immigration Enforcement." *Social Science Quarterly*, (92) 3: 875–893.
4. Blanding, Michael (2018). [In America, Immigrants Really Do Get the Job Done](#). Forbes.
5. \*\*Kerr, S. P., & Kerr, W. R. (2011). [Economic impacts of immigration: A survey](#) (No. w16736). National Bureau of Economic Research.

For an additional take on the economy:

- Merrell, Melissa, and Jonathan Schwabish (2015). "[How Changes in Immigration Policy Might Affect the Federal Budget](#)." Congressional Budget Office (U.S. Congress) Washington DC.
- Valdez, Zulema, Nancy Plankey-Videla, Aurelia Lorena Murga, Angelica C. Menchaca, and Cindy Barahona (2018). "Precarious Entrepreneurship: Day Laborers in the US Southwest." *American Behavioral Scientist*.
- Anderson, Stuart (2016). [3 Reasons Why Immigrants Are Key to Economic Growth](#). Forbes.

Recommended readings:

Waldinger, Roger. 1994. "The Making of an Immigrant Niche." *International Migration Review* 28 (1): 3-30; Sanders, Jimmy and Victor Nee. 1992. "Problems in Resolving the Enclave Economy Debate." *American Sociological Review*, 57(3): 415-418; Portes, Alejandro and Leif Jensen. 1992. "Disproving the Enclave Hypothesis: Reply (in Comments and Replies)." *American Sociological Review* (57) 3: 418-420; Waldinger, Roger and Greta Gilbertson. 1994. "Immigrants' Progress: Ethnic and Gender Differences among U.S. Immigrants in the 1980s." *Sociological Perspectives*, 37(3): 431-444; Raijman, Rebeca and Marta Tienda. 1999. "Immigrants' Socioeconomic Progress Post – 1965: Forging Mobility or Survival?" in Hirschman, Charles, Philip Kasinitiz, and Josh DeWind (eds.) *The Handbook of International Migration: The American Experience*. New York: Russell Sage Foundation, pp. 239-256; Landolt, Patricia. 2001. "Salvadoran economic transnationalism: embedded strategies for household maintenance, immigrant incorporation, and entrepreneurial expansion." *Global Networks*, 1(3): 217–242.

Week 5: Sept. 27	Enforcement
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*Required readings:*

1. Martínez, Daniel E., Jeremy Slack, and Ricardo Martínez-Schuld (2018). "The Rise of Mass Deportation in the United States." *The Handbook of Race, Ethnicity, Crime, and Justice*. Ramiro Martínez, Jr., Meghan E. Hollis, and Jacob I. Stowell (eds.). pp 173-201.
2. Capps, Randy, Muzaffar Chishti, Julia Gelatt, Jessica Bolter, and Ariel G. Ruiz Soto (2018). [Revving Up the Deportation Machinery: Enforcement under Trump and the Pushback](#).

*Recommended reading:*

Meissner, Doris M., Donald M. Kerwin, Muzaffar Chishti, and Claire Bergeron. 2013. [Immigration Enforcement in the United States: The Rise of a Formidable Machinery](#). Washington, DC: Migration Policy Institute.

Week 6: Oct. 4	Legal Violence, Crime, and Race
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*Required readings:*

1. Aranda, Elizabeth and Elizabeth Vaquera (2015). "Racism, the Immigration Enforcement Regime, and the Implications for Racial Inequality in the Lives of Undocumented Young Adults." *Sociology of Race and Ethnicity* 1 (1): 88-104.
2. Menjívar, Cecilia, and Leisy Abrego (2012). "Legal violence: Immigration law and the lives of Central American immigrants." *American Journal of Sociology* 117(5): 1380-14. (you can also read their report for CAP at: <https://www.americanprogress.org/issues/immigration/reports/2012/12/11/47533/legal-violence-in-the-lives-of-immigrants/>)
3. FitzGerald, David Scott and David Cook-Martin (2014). *Culling the Masses*. Harvard University Press, **Chapters 1-3**.
4. Nowrasteh, Alex (2018). "[Criminal Immigrants in Texas: Illegal Immigrant Conviction and Arrest Rates for Homicide, Sexual Assault, Larceny, and Other Crimes](#)." *Cato Institute, Immigration Research and Policy Brief* 4.
5. Flagg, Anna (2018). [The Myth of the Criminal Immigrant](#). The New York Times.

*Recommended readings:*

Lee, Jennifer and Frank D. Bean. 2007. "Reinventing the Color Line: Immigration and America's New Racial/Ethnic Divide." *Social Forces* 86: 1-26; Thomas, Elaine. 2006. "Keeping Identity at a Distance: Explaining France's New Legal Restrictions on the Islamic Headscarf." *Ethnic and Racial Studies* (29) 2: 237-259; Zolberg, Aristide R. and Long Litt Woon. 1999. Why Islam is Like Spanish: Cultural Incorporation in Europe and the United States." *Politics & Society*, 27(1): 5-38; Waters, Mary. 1999. *Black Identities: West Indian Immigrant Dreams and American Realities*. Cambridge: Harvard University Press; Tuan, Mia. 1999. "Neither Real Americans nor Real Asians? Multigeneration Asian Ethnics Navigating the Terrain of Authenticity." *Qualitative Sociology*, 22: 105-125; Ochoa, Gilda. 2000. "Mexican Americans' Attitudes Toward and Interactions with Mexican Immigrants: A Qualitative Analysis of Conflict and Cooperation." *Social Science Quarterly*, 81(1):84-105; Jiménez, Tomás R. 2008. "Mexican Immigrant Replenishment and the Continuing Significance of Ethnicity and Race." *American Journal of Sociology*, 113(6): 1527-1567. Bloemraad, Irene. 2013. "Being American/Becoming American: Birthright Citizenship and Immigrants' Membership in the United States." In Austin Sarat (ed.) Special Issue: *Who Belongs? Immigration, Citizenship, and the Constitution of Legality* (Studies in Law, Politics, and Society, 60), Emerald Group Publishing Limited, pp.55-84; Cornelius, Wayne A. 2005. "Controlling 'Unwanted' Immigration: Lessons from the United States, 1993-2004." *Journal of Ethnic and Migration Studies*, 31(4): 775-794.

Week 7: Oct. 11	Immigrant Integration (Assimilation, Acculturation)
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**\*\*Everyone writes memos and at engages at least 3 times\*\*\* due 8pm**

**\*\*We might have a guest speaker—to be confirmed at a later date**

*Required readings:*

1. Prieto, Greg (2018). *Immigrants Under Threat: Risk and Resistance in Deportation Nation*. NYU Press. **Chapter 1** "Ghost in the Deportation Machine: A Brief History of Immigrant Inclusion through Exclusion"
2. Flores, René D. (2014). Living in the eye of the storm: How did Hazleton's restrictive immigration ordinance affect local interethnic relations? *American Behavioral Scientist*, 58(13): 1743-1763.
3. Schachter, Ariela (2016). From 'Different' to 'Similar': An Experimental Approach to Understanding Assimilation. *American Sociological Review*, 81(5): 981-1013.
4. Louie, Vivian (2011). "Complicating the Story of Immigrant Integration." In Marcelo M. Suarez-Orozco, Vivian Louie, and Roberto Suro (eds.) *Writing Immigration: Scholars and Journalists in Dialogue*: 218-235.

*For a global perspective:*

- FitzGerald, David S., David Cook-Martín, Angela S. García, and Rawan Arar (2018). "Can you become one of us? A historical comparison of legal selection of 'assimilable' immigrants in Europe and the Americas." *Journal of Ethnic and Migration Studies* 44(1): 27-47.

*Recommended readings:*

Portes, Alejandro and Ruben Rumbaut. 2001. *Legacies: The Story of the Immigrant second generation*. Berkeley: University of California Press; Alba, Richard and Victor Nee. 2003. *Remaking the American Mainstream*. Cambridge, MA: Harvard University Press; Alba, Richard. 2005. "Bright vs. Blurred Boundaries: Second-Generation Assimilation and Exclusion in France, Germany, and the United States." *Ethnic and Racial Studies* 28(1): 20-49; Kasinitz, Philip, John H. Mollenkopf, Mary C. Waters and Jennifer Holdaway. 2008. *Inheriting the City: The Children of Immigrants Come of Age*. Harvard University Press; Telles, Edward and Vilma Ortiz. 2008. *Generations of Exclusion: Mexican Americans, Assimilation, and Race*. New York: Russell Sage Foundation.

Week 8: Oct. 18	Organizing and Advocacy at the Local and State Levels
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*Guest Speaker:* Samuel Chu

*Required readings:*

1. Stout, Jeffrey (2010). *Blessed are the Organized*, Princeton University Press, **Chapter 13**, pp 165-180.
2. Bogado, Auro (2017). [Fatima Avelica Watched Her Dad Get Arrested by Immigration Officials While Taking Her to School](#), Teen Vogue.
3. Batalova, Jeanne, Fix, Michael, and Greenberg, Mark (2018). [Chilling Effect: The Expected Public Charge Rule and Its Impact on Legal Immigrant Families' Public Benefit Use](#). Migration Policy Institute.
4. Carpio, Genevieve, Clara Irazábal, and Laura Pulido (2015). "Right to the Suburb?" in Kantor, Paul and Judd, Dennis (eds.) *American Urban Politics in a Global Age*, Routledge.

Week 9: Oct. 25	Immigration, Citizenship, and the Courts
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*Required readings:*

1. Menjivar, Cecilia and Sarah M. Lakhani (2016). "Transformative Effects of Immigration Law: Migrants' Personal and Social Metamorphoses through Regularization." *American Journal of Sociology*, 121 (6): 1818-55.
2. Patler, Caitlyn and Laster Pirtle (2017). "From Undocumented to Lawfully Present: Do Changes to Legal Status Impact Psychological Well-Being Among Latino Immigrant Young Adults?" *Social Science and Medicine*, 199: 39-48.
3. Aptekar, Sofya (2012). "Naturalization ceremonies and the role of immigrants in the American nation." *Citizenship studies*, 16(7): 937-952.

*Recommended readings:*

Chavez, Leo R. 1991. "Outside the Imagined community: Undocumented Settlers and Experiences of Incorporation." *American Ethnologist*, 18: 257-278; Coutin, Susan. 2000. *Legalizing Moves: Salvadoran Immigrants' Struggle for U.S. Residency*. University of Michigan Press; De Genova, Nicolas. 2002. "Migrant 'Illegality' and Deportability in Everyday Life." *Annual Review of Anthropology*, 31: 419-447; Menjivar, Cecilia. 2006. "Liminal Legality: Salvadoran and Guatemalan Immigrants' Lives in the United States." *American Journal of Sociology*, 111: 999-1037; Arbona, Consuelo, Norma Olvera, Nestor Rodriguez, Jacqueline Hagan, Adriana Linares and Margit Wiesner. 2010. "Acculturative Stress Among Documented and Undocumented Latino Immigrants in the United States." *Hispanic Journal of Behavioral Sciences*, 32(3): 362-384; Androff, David K., Cecilia Ayón, David Becerra, Maria Gurrola, Lorraine Salas, Judy Krysik, Karen Gerdes, Elizabeth Segal. 2011. "U.S. Immigration Policy and Children's Well-being: The Impact of Policy Shifts." *Journal of Sociology & Social Welfare*, 38(1): 77-98; Ngai, Mae. 2003. "The Strange Career of the Illegal Alien: Immigration Restriction and Deportation Policy in the United States, 1921-1965." *Law & History Review*, 69: 1-32; Bloemraad, Irene. 2013. *Being American/becoming American: Birthright citizenship and immigrants' membership in the United States*. In *Special Issue: Who Belongs? Immigration, Citizenship, and the Constitution of Legality* (pp. 55-84). Emerald Group Publishing Limited.

**PART 3: IMMIGRATION POLICY IN 2018**

Week 10: Nov. 1	Immigration Policy in the last few months
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*Required readings:*

1. Read the 5 latest news releases by USCIS: <https://www.uscis.gov/news-releases>
2. Krogstad, Jens Manuel and Ana Gonzalez-Barrera (2018). [\*Key facts about U.S. immigration policies and proposed changes\*](#). Pew Research Center.
3. Pierce, Sarah Jessica Bolter, and Andrew Selee (2018). [\*U.S. Immigration Policy under Trump: Deep Changes and Lasting Impacts\*](#). Migration Policy Institute.
4. Anything else relevant published between August 30 and Nov. 1 as previously discussed in class.

*Recommended reading:*

- Chishti, Muzaffar, Sarah Pierce, and Laura Plata (2018). [\*In Upholding Travel Ban, Supreme Court Endorses Presidential Authority While Leaving Door Open for Future Challenges\*](#). Policy Beat. Migration Policy Institute.

Week 11: Nov. 8	Undocumented Migration and forms of relief: DACA and DAPA
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*Required readings:*

1. Kerwin, Donald, and Robert Warren (2016). "Potential beneficiaries of the Obama administration's executive action programs deeply embedded in US society." *Journal on Migration & Human Security* 4: 16.



2. Bendix, Aria (2017). [Trump Rolls Back DAPA](#). The Atlantic
3. American Immigration Council (nd). *The Dream Act, DACA, and Other Policies Designed to Protect Dreamers*.
4. Pierce, Sarah (2015). [Unaccompanied Child Migrants in U.S. Communities, Immigration Court, and Schools](#). Migration Policy Institute.
5. Golash-Boza, Tanya, and Zulema Valdez (2018). "Nested Contexts of Reception: Undocumented Students at the University of California, Central." *Sociological Perspectives* (2018)np.

*Recommended readings:*

Gonzales, Roberto G. 2011. "Learning to be Illegal: Undocumented Youth and Shifting Legal Contexts in the Transition to Adulthood." *American Sociological Review* 76(4): 602-619; Abrego, Leisy Janet. 2006. "'I can't go to college because I don't have papers:' Incorporation Patterns of Latino Undocumented Youth." *Latino Studies* 4(3): 212-231; Gonzales, Roberto G.; Veronica Terriquez; and Stephen P. Ruzszyk. 2014. "Becoming DACAmended: Assessing the Short-Term Benefits of Deferred Action for Childhood Arrivals (DACA)." *American Behavioral Scientist*; Batalova, Jeanne; Sarah Hooker; and Randy Capps, with James Bachmeier. 2014. *DACA at the Two-Year Mark: A National and State Profile of Youth Eligible and Applying for Deferred Action*. Washington, D.C.: Migration Policy Institute.

Week 12: Nov. 15	Humanitarian protection: Asylum, Refugee Status and TPS
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*Required readings:*

1. Kerwin, Douglas (2018, June 18). [How America's refugee policy is damaging to the world and to itself](#). The Economist.
2. <https://www.uscis.gov/history-and-genealogy/our-history/refugee-timeline>
3. <https://www.migrationpolicy.org/research/cost-benefit-analysis-refugee-integration-programming>
4. Additional readings TBA

*Recommended readings:*

Brown, Hana E. 2011. "Refugees, Rights, and Race: How Legal Status Shapes Liberian Immigrants' Relationship with the State." *Social Problems* 58(1): 144-163; Nawyn, Stephanie J. 2011. "'I have so many successful stories': Framing Social Citizenship for Refugees." *Citizenship Studies* 15(6-7): 679-693.

Thanksgiving: Nov. 22	No class
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Week 13: Nov. 29	Family-based migration and Separation
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*Required readings and watching:*

1. Dreby, Joanna (2012). "The Burden of Deportation on Children of Mexican Immigrant Families." *Journal of Marriage and Family* 74: 829 – 845.
2. Gubernskaya, Zoya, and Joanna Dreby (2017). "US immigration policy and the case for family unity." *Journal on Migration & Human Security*. 5: 417-430.
3. Rhodan, Maya (2018). [Here Are the Facts About President Trump's Family Separation Policy](#). Time.
4. "Separated: Children at the Border"
  - a. <https://www.pbs.org/wgbh/frontline/film/separated-children-at-the-border/>
  - b. <https://www.pbs.org/wgbh/frontline/article/we-have-to-control-our-border-thomas-homan-former-acting-ice-director/>

*Recommended readings:*

Pessar, Patricia. 1999. "The Role of Gender, Households, and Social Networks in the Migration Process: A Review and Appraisal." Hirschman, Charles, Philip Kasinitz and Josh DeWind (eds.) *Handbook of International Migration*. Russell Sage Foundation: 53-70; Menjívar, Cecilia. 2000. *Fragmented Ties: Salvadoran Immigrant Networks in America*; Rodriguez, Nestor, and Jacqueline M. Hagan. 2004. "Fractured Families and Communities: Effects of Immigration Reform in Texas, Mexico, and El Salvador." *Latino Studies*, 2(3): 328-351; Dreby, Joanna. 2015. *Everyday illegal: When policies undermine immigrant families*. University of California Press. Chapters 1-3 (pp. 1-98); Parrenas, Rhacel. 2005. *Children of Global Migration: Transnational Families and Gendered Woes*. CA: Stanford University Press; Parrenas, Rhacel. 2001. *Servants of Globalization: Women, Migration, and Domestic Work*. CA: Stanford University Press; Foner, Nancy. 2009. *Across Generations: Immigrant Families in America*. NY: NYU Press; Hondagneu-Sotelo, Pierette. *Domestica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence*. Berkeley: UC Press. Espiritu, Yen Le. 2003. *Home Bound: Filipino American Lives Across Cultures Communities, and Countries*. Berkeley: University of California Press.

Week 14: Dec. 6	Student Presentations
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Your turn to shine!

By the end of the class, I anticipate that you will become expert on either one of the main immigration policy areas or on one of the interest groups that shape the legislative debates on immigration reform. I envision forming groups in the following policy areas or interests groups (adapted from L. DeSipio):\*

*Policy areas:*

- Immigration enforcement
- Changes to standards for eligibility for admission to legal permanent residence (the "point system")
- Temporary Protected Status
- Immigration policy and International security
- Legalization of unauthorized immigrants
- Obama administration executive actions (DACA and DAPA);
- Refugee policy
- Naturalization policy
- Guest worker programs

*Interest groups and key actors central to Congressional policy debates:*

- Republicans in the U.S. Congress (note that there are multiple coalitions that take different positions on immigration policies)
- Immigrant advocacy organizations and civil rights organizations
- Policy research groups
- State governments in the U.S.
- The Trump administration
- Employers, particularly in technology, service, and agriculture
- U.S. trade unions
- Immigrant-sending nations

\* Please note that not all these will be discussed in depth in class. You are expected to find readings/do research beyond the topics covered in the readings assigned.

Whereas students are welcome to propose any alternative type of project, for those who would like some ideas, I propose two types of projects around the areas/interest groups above:

1. A client-focused project that addresses an immigration-related issue (a non-profit, a government agency, etc.). This project recommends a specific course of action to respond to this issue. The project must meet standards of good analysis, including precise definition of the problem, careful evaluation of the relevant evidence, identification of important trade-offs, and clear presentation of the conclusions and policy recommendations.
2. A quantitative analysis of an immigration-related issue that may or may not have a client. For this project students identify and analyze data to address a question of relevance to immigration policy. This project puts more emphasis on the quality and interpretation of the data analysis than on the political and ethical issues that arise in making specific policy recommendations.

**These group projects** will be presented during the last week of class. Each group should be composed of 2-3 people who are expected to meet throughout the semester and at least twice with me. Presentations should be about 15-20 minutes and can involve a variety of presentation styles and media.

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## WHAT ELSE SHOULD YOU KNOW ABOUT THIS COURSE?

### Reading Assignments

The course schedule (posted on *Blackboard*) is designed as a guide to the class. I may, at times, need to change class assignments and I will do so by an in-class announcement or revision to the course schedule. As a general rule, we will cover one assignment in each class period, although I may cover less or more, depending on class discussion. Unless I instruct otherwise, you are expected to read the next week's assignment even if we do not completely cover the previous week's assignment in class.

Due to time constraints, we may not discuss everything that you have read. However, you are still responsible for all assigned reading. If we haven't been able to discuss something in class that you are highly interested in, I am happy to meet with you during office hours.

### Deadlines and Paper Submissions

You are entering the professional world. That world is filled with deadlines. If deadlines are missed, your reputation suffers. For that reason, late work will not generally be accepted.

### Blackboard

As stated above, all course materials are available in *Blackboard*. All students are required to ensure that they have access to the course's *Blackboard*. Important class announcements will also be posted via *Blackboard*, therefore, please ensure that you check it regularly.

### Laptops

Laptops are permitted for taking notes **only** unless otherwise instructed. Internet use is prohibited as well as cellphones, or other electronic devices. Prohibited use of Internet, cell phones, or other technological devices during class will result in penalties to a student's engagement grade or other sanctions as deemed appropriate.

### Office Hours and email

My office hours are Mondays 2:00pm-4:00pm. I am happy to meet with you at another time if you cannot meet at those times. To schedule an appointment, email me with a few times that you are available—I am in the office most days!

Feel free to contact me by email with logistical questions such as expected absences or scheduling an appointment to see me. However, for substantive questions that require a longer and deeper explanation, you can email them to me first and I will happily discuss them with you in person during office hours or a scheduled appointment.

### **Deliverables (or what else do I need to do in this class)**

**Reflection memos:** (Each paper is worth 5% of your grade, for a total of 25%) You are required to complete five reflection memos throughout the semester. In these papers you are to construct your reflection in response **to a reflection question** that is related to the corresponding week. These papers should not be longer than 4 pages, double-spaced. You should summarize the main arguments of the readings using a question as a guide—yes, you should come up with the question. However, try to avoid simply describing the readings—rather, provide a synthesis and analysis of the main arguments in response to the reflection question. Conclude your paper with some suggestions on how to advance the research/policy in this area. These assignments are due at the **beginning of class** so they can help guide class discussions.

An ‘A’ paper is one that is thoughtful, critical, and one that raises questions that the readings may not address, or do not adequately address. Each paper is due through email by 2pm the day the readings will be discussed (please also bring hard copies of your papers to class).

**Leading class discussion:** (25% of your grade) Each student is expected to lead class discussion twice (please note that **you are not allowed to write papers on the weeks that you lead discussion**). This consists of guiding your colleagues through a synthesis and analysis of the readings and providing questions that will allow the class to reflect on the underlying theoretical debates and the implications for empirical observations. A sign-up sheet will be provided the first week of class. These discussions will be treated as part of your participation grade. I highly recommend that if you are signed up to lead discussion with someone else, that you do NOT just split up the readings and come up with questions independently. Rather, you should work collaboratively to devise questions that draw on various themes across the readings (rather than approaching the discussion one reading at a time). This approach will allow for a more seamless discussion of the readings to draw out more analysis in class discussions rather than merely describing what was read.

**Engagement:** (25% of your grade): All students are expected to be engaged in a variety of ways throughout the semester. What do I mean by this?

- **Preparedness:** I expect students to be prepared for each class and actively and substantively participate in discussions. If you are not prepared for a particular class, please let me know by 2:00 PM before class via email so that I will know not to call on you that day. This privilege is available no more than twice and counts towards your absences (see below). If you are not prepared for a question during class you may not pass on the question. I reserve the right to count you as absent if your inability to answer questions is the result of being unprepared for class.
- **Respect:** For those who are NOT speaking, this means you should be listening to and learning from your colleagues; for those who ARE speaking, this means being prepared and making time for others to participate in class. In addition, individuals have differing views on issues. To

ensure that everyone will feel comfortable sharing their ideas and views, we will all listen and respond respectfully.

- **Attendance:** Attendance is mandatory. Therefore, each time you are absent it will be counted against your engagement grade.
- **Tardiness:** I expect all students to be in class at the start of class. Late attendance is disruptive to the class and will count as an absence.

**Final Projects:** (25% of your grade) As explained above and to be discussed in class.

### **Grading:**

I have high expectations of students and these are reflected in my grading policy:

- **A=Excellent.** Work that is not only good, but shows creative, imaginative incorporation of the material, a genuine investment in the subject matter, and uncommon expertise in presentation.
- **B=Good.** Work that goes beyond the basic requirements by demonstrating genuine understanding of the material, seriousness of purpose, and skill in execution.
- **C=Satisfactory.** Work that fulfills all the basic requirements but goes no further.

**Out of Class Learning:** Average minimum amount of independent, out-of-class, learning expected per week in a 15-week semester, including exam week: A minimum of 100 minutes of out-of-class work for every 50 minutes of direct instruction.

**Respect for Diversity:** It is my intent that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. I strive to create an inclusive classroom and present materials and activities that are respectful of diversity including gender, sexuality, disability, age, socioeconomic status, ethnicity, race, culture, and political affiliation. Your suggestions on how to help me succeed with this are encouraged and appreciated.

**Academic Integrity:** Cheating, plagiarizing, and the selling of notes or recordings of my class sessions strictly prohibited. These activities are assaults on academic integrity and property rights, and engaging in them will result in either a failure on the assignment, or failure in the course. Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information. For the remainder of the code, see: [studentconduct.gwu.edu/code-academic-integrity](http://studentconduct.gwu.edu/code-academic-integrity)

**Special Accommodations:** Any student needing special accommodations is encouraged to meet with me privately during the first week of class to discuss accommodations.

**Disability Support Services (DSS):** Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: [gwired.gwu.edu/dss/](http://gwired.gwu.edu/dss/)

**Mental Health Services (tel: 202-994-5300):** The University's Mental Health Services offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services, and referrals. [counselingcenter.gwu.edu/](http://counselingcenter.gwu.edu/)

**Religious Observances:** Students should notify me during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. I will extend to these students the courtesy of absence without penalty on such occasions, including permission to make up any examinations.

**Emergencies:** In the event of an emergency, it may be necessary for GW to suspend normal operations. During this time, GW may opt to continue delivery of instruction through methods that include but are not limited to: *Blackboard*, *Skype*, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main GW, College, and department websites, emails, and GW messages for important general information.

*(Last updated September 2, 2018)*