

POLS 329: American Immigration Policy: Issues and Politics in State and Nation

Instructor: Dr. Alexandra Filindra

Office: BSB 1108D

Email: aleka@uic.edu

Class Hours: T-Th. 12:30-1:45pm (Taft Hall 204)

Office Hours: T-Th 2-4pm & by appointment

In the first decade of the new century, immigration policy rose to the top of the political agenda in the United States. More than one-in-ten U.S. residents is foreign-born and if we include the second generation immigrants make up about one quarter of the entire population. The growth of immigration today has reached levels last seen in the beginning of the 20th century. In earlier eras, most immigrants came from Europe. Today, the majority of immigrants come from Latin America, Asia and the Caribbean. The majority of immigrants living in the United States today are here legally; however, a significant number have entered the country without proper authorization or stayed beyond what their visas allowed. These undocumented immigrants present special challenges to states and communities across the country.

This course seeks to understand the evolution of American immigration policy since the country's founding. As part of this seminar we will discuss a number of key questions such as: 1) why do people migrate and why is there migration; 2) what theories best explain international migration; 3) why is there "illegal" migration; 4) what are refugees and asylees and how do they receive that status; 5) does border enforcement work, why or why not; 6) what explains American immigration policy both today and in earlier periods? In the process, we will try to understand the motivations of migrants and natives, politicians and regular Joes.

The course will also introduce students to the process of social science research. This is not a course on current events related to immigration where you are expected to present your personal opinions. This is a course about how do we develop systematic explanations for a social phenomenon (migration) and society's response to this phenomenon (policy) based on evidence. Your job is to critically evaluate theories against each other and against available data. Through this course, you will also learn how to express your arguments in the language of social science and structure your views in a way that is logical and consistent with political science methodology.

In addition to the readings in the class, you should familiarize yourselves with key sources of information about migration and policy. The UIC library has set up a website with resources relevant to this class. It can be found at:

<http://researchguides.uic.edu/content.php?pid=291327&sid=2392601>. Make good use of it!

Course Policies

Students are expected to read all assigned readings **prior** to coming to class. Attendance is required and so is participation in class discussion and in-class assignments. Students should be prepared to discuss the readings and introduce their own questions and critical comments to the topic at hand. All assignments are due as specified in the syllabus. **LATE ASSIGNMENTS WILL NOT BE ACCEPTED.**

Students are expected to attend all classes and their grades will reflect their attendance record. Think of yourselves as training for a job and your job performance includes showing up. Should you need to be absent for a valid reason, please contact me before class to let me know that you will be absent and the reason for your absence. For multi-day absences I will need documentation.

Use of laptops in class is permitted as long as the computer is used for taking notes or for in-class exercises. Anyone discovered using the laptop for personal or other purposes (e.g. chatting, IMing, Facebook) will get a zero for a participation grade for the class. The first infraction will also lead me to ban computers from the classroom, so you will be responsible for your classmates' loss of this privilege.

Code of Conduct

Plagiarism is a serious violation of the students' code of conduct and will be treated with equal severity. Students are required to use proper citation and sourcing for all written work. No exceptions. You can select any method (e.g., MLA, APA, Chicago) as long as you use it consistently throughout your work. Wikipedia and other similar sources of information should NEVER be used as a direct source! The information provided in Wikipedia is not always trustworthy since it is anonymously produced and not checked. If you use something you found on Wikipedia, go to the original source to check it out.

According to school policy which can be found at <http://www.uic.edu/depts/dos/studentconduct.html>, there are several types of violations of academic integrity. Below, I have copied and pasted the definitions of all types of violations as presented in the school handbook.

Violations of the Academic Integrity Policy will include, but not be limited to the following examples:

1. **Cheating** during examinations includes any attempt to (1) look at another student's examination with the intention of using another's answers for attempted personal benefit; (2) communicate in any manner, information concerning the content of the examination during the testing period or after the examination to someone who has not yet taken the examination; (3) use any materials, such as notebooks, notes, textbooks or other sources, not specifically designated by the professor of the course for student use during the examination period or (4) engage in any other activity for the purpose of seeking aid not authorized by the professor.
2. **Plagiarism** is the copying from a book, article, notebook, video or other source, material whether published or unpublished, without proper credit through the use of quotation marks, footnotes and other customary means of identifying sources, or passing off as one's own, the ideas, words, writings, programs and experiments of another, whether or not such actions are intentional or unintentional. Plagiarism also includes submitting, without the consent of the professor, an assignment already tendered for academic credit in another course.
3. **Collusion** is working together in preparing separate course assignments in ways not authorized by the instructor. Academic work produced through a cooperative (collaborative effort) of two or more students is permissible only upon the explicit consent of the professor. The collaboration must also be acknowledged in stating the authorship of the report.
4. **Lying** is knowingly furnishing false information, distorting data or omitting to provide all necessary, required information to the University's advisor, registrar, admissions counselor, professor, etc. for any academically related purpose.

Citations Guide

You should use the Chicago manual of style for citations. It is commonly used in social sciences and easy to follow. You can find more information on the Chicago style at:

http://www.chicagomanualofstyle.org/tools_citationguide.html

According to the guidelines provided by the Library at American University, here are some instances when you need to use citations
(<http://www.library.american.edu/tutorial/citation3.html>):

Citations not only locate a piece of writing within the **context** of a particular scholarly debate, they also allow writers to make claims based on the **authority of another expert**.

For example: a scientist researching the possibility of AIDS vaccines may rely on some data gathered by the Center for Disease Control. Using a citation, the scientist tells the reader **where the data was collected** and that the **authority** of the CDC **attests to its accuracy**.

Similarly in the Humanities, a scholar analyzing Jane Austen's *Pride and Prejudice* may cite a philosopher or literary critic, like Michel Foucault. The scholar therefore identifies the **type of interpretive lens / theoretical framework** being brought to the analysis. Critics may or may not accept the validity of the interpretive lens, but the scholar **won't have to re-create** the entire philosophy.

When do you need to use citations?

- When **quoting**
- When **paraphrasing** someone else's ideas
- When using a **statistic or direct fact**
- When you are using someone else's work as a **theoretical framework / interpretive lens**
- When you are relying upon **data collected by someone else**
- When you are relying upon **opinions or interpretations** articulated by someone else
- It will strengthen your case if you support any **key assertions** with citations to show support amongst experts for accepting the validity of those assertions

When do you not need to use citations?

- When stating **common knowledge** (knowledge that can be found in many sources OTHER than those in the bibliography). If you aren't sure that something is common knowledge, it probably isn't.
- When the ideas, opinions, interpretations **are your own**, (although it strengthens your case if you are able to cite others who would agree with you or whose work leads to similar conclusions).

REMEMBER: Citations and giving credit to others strengthens your work because you bring to bear the authority of an “expert” to your findings and conclusions. The more people you cite, the more weight does your work have because you show that you have strong familiarity with the literature.

Special Needs

Some students have special needs. Whether you have issues with English language fluency or with learning disabilities, or any other issue that requires special accommodation, please come and talk with me. The school has policies and programs to help you and I want to help you succeed as well. However, I cannot help you if you don't come to me any explain the situation.

Information on the Disability Resource Center can be found at:
http://www.uic.edu/depts/oaa/disability_resources/index.html

Information on the Tutorium for Intensive English can be found at:
<http://www.uic.edu/depts/tie/>

I encourage any student who thinks may benefit from these services to contact these programs.

Required Texts

Andreas, Peter. 2000. *Border Games: Policing the U.S. – Mexico Divide* (Ithaca, NY: Cornell University Press)

Daniel Kanstroom. 2007. *Deportation Nation*. (Cambridge, MA: Harvard University Press)

Tichenor, Daniel. 2002. *Dividing Lines: The Politics of Immigration Control in America*. (Princeton, NJ: Princeton University Press)

Class requirements

The grading for the class will be based on the following:

Assignment 1	10%	
Assignment 2	20%	
Assignment 3	5%	
Final paper	35%	
Presentation	10%	
Class participation	20%	**attendance is mandatory**

COURSE SCHEDULE AND READING ASSIGNMENTS

Week 1 (Aug 26-28): Introduction to the class: requirements, expectations, structure

No class August 28th

1. David Stoll (2012) *El Norte or Bust! How Migration Fever and Microcredit Produced a Financial Crash in A Latin American Town*. New York: Rowan & Littlefield, Chs. 3, 4 and 8 (blackboard)

Week 2 (Sept 2-4): The Experience of Migration

1. David Stoll (2012) *El Norte or Bust! How Migration Fever and Microcredit Produced a Financial Crash in A Latin American Town*. New York: Rowan & Littlefield, Chs. 3, 4 and 8 (blackboard)

Assignment 1 (due on blackboard 9/2 at noon): Provide a summary of Stoll's chapters and explain what is his main argument (750 words maximum).

Week 3 (Sept 9-11): Economic Theories of Migration (Classical and Marxian)

1. Barry R. Chiswick and Timothy Hatton (2003) "International Migration and the Integration of Labor Markets," Michael D. Bordo, Alan M. Taylor and Jeffrey G. Williamson (eds.) *Globalization in Historical Perspective*. Chicago, IL: University of Chicago Press, pp. 65-88 (you can skim through the rest of the article) (blackboard)
2. Michael J. Piore (1986) "The Shifting Grounds for Immigration," *Annals of the American Academy of Political and Social Science*, Vol 485, pp. 23-33
3. Alejandro Portes (1978) "Migration and Underdevelopment," *Politics and Society*, Vol 8(1), pp. 1-14, 23-31, 35-49 (read these selected pages, skim the rest)

- **Be prepared to discuss:** How do these theoretical perspectives differ from each other? Which fits best with the story provided by Stoll? (It could be that none of them does, but if so, be prepared to identify what is missing.)

Week 4 (Sept 16-18): Theories of Migration-Critique of Economic Theory

1. Douglas S. Massey (1990) "The Social and Economic Origins of Immigration," *Annals of the American Academy of Political and Social Science*, Vol. 510, pp. 60-72
 2. Wayne Cornelius (1998) "The Structural Embeddedness of Demand for Mexican Immigrant Labor: New Evidence from California"
(<http://pscourses.ucsd.edu/ps150a/documents/StructuralEmbeddedness-Cornelius.pdf>)
(blackboard)
 3. David Stoll (2010) "From Wage Migration to Debt Migration?" *Latin American Perspectives*, Vo 170 (37), pp. 132-142
- **Be prepared to discuss:** How do these theoretical perspectives differ from each other and from the economic theories? How do they fit with the evidence?

Week 5 (Sept 23-25): Behavioral Perspectives

1. Irene Hanson Frieze and Man Yu Li (2010) "Mobility and Personality" in S.C. Carr (ed) *The Psychology of Global Mobility*, pp. 87-100 (blackboard)
 2. Phyllis Tharenou (2010) "Identity and Global Migration," in S.C. Carr (ed) *The Psychology of Global Mobility*, p. 105-120 (blackboard)
 3. Gordon F. De Jong (2000) "Expectations, Gender and Norms in Migration Decision-making," *Population Studies*, 54(3), pp. 307-319
- **Be prepared to discuss:** How do these theoretical perspectives differ from each other and from the economic theories? How do they fit with the evidence?

Week 6 (Sept 30-Oct 2): The Phenomenon of Illegal Migration

1. Calvin Trillin, Profiles, "MAKING ADJUSTMENT," *The New Yorker*, May 28, 1984, p. 50
2. Mae M. Ngai (2003) "The Strange Career of the Illegal Alien: Immigration Restriction and Deportation Policy in the United States, 1921-1965," *Law and History Review*, Vol. 21, No. 1. (Spring, 2003), pp. 69-107.
3. Singer, Audrey and Douglas Massey "The Social Process of Undocumented Border Crossing among Mexican Migrants" *International Migration Review*, Vol. 32, No. 3 (Autumn, 1998), pp. 561-592
4. David Stoll *El Norte or Bust! How Migration Fever and Microcredit Produced a Financial Crash in A Latin American Town*. New York: Rowan & Littlefield, Chs. 4 & 8 (blackboard)

MOVIE: WHICH WAY HOME

Assignment 2: First paper due Oct 3 by noon on blackboard. Include your name and your UIC ID on the paper. **Also bring a copy of your paper to class.** Do not include your name only your UIC ID number.

Topic: Compare and contrast theories of migration and use empirical evidence to make your point

- 1) How do they differ in terms of: 1) unit of analysis; 2) type of explanation
 - 3) What are the strengths and weaknesses of each theory?
 - 4) Which theory best explains evidence?
- (Word count: 2,000-2,500 words). Single-spaced is fine! Let's save paper.

Week 7 (Oct 7-9): Can enforcement solve the problem of illegal entry?

1. Peter Andreas (2000) *Border Games: Policing the U.S.-Mexico Border*. Ithaca: Cornell University Press, pp. 3-28, 85-114
2. Vanessa Vaughan (2006) "Attrition Through Enforcement: A Cost Effective Strategy to shrink the Illegal Population," <http://www.cis.org/Enforcement-IllegalPopulation>
3. Alexandra Filindra (2012) "The Myth of Self-Deportation" http://www.immigrationpolicy.org/sites/default/files/docs/filindra_-_self-deportation_042912.pdf

Assignment 3: Anonymous reviewer comments due in class (500 words maximum). Summarize the paper's argument and provide critical feedback (e.g., is the argument logical, is the paper well-written, are there problems with language, spelling?) Bring two copies, one with your name and UIC ID number and another with your ID number only.

Week 8 (Oct 14-16): What are refugees & asylees?

1. Loescher, Gil and John Scanlan (1986) *Calculated Kindness: Refugees and America's Half-Open Door, 1945-present*. New York: Free Press, Chapter 11.
2. Price, Matthew (2009) *Rethinking Asylum: History, Purpose, and Limits*. Cambridge, UK: Cambridge University Press, pp. 1-58
3. New York Times (2007) "Big Disparities in Judging of Asylum Cases," <http://www.nytimes.com/2007/05/31/washington/31asylum.html?hp&r=0>

GUEST SPEAKER ON ASYLUM*

Topic for final research paper due on Oct 14 in class. Hint: To decide on a topic, skim the readings for the remaining of the semester. The topic has to be about a theoretical question (e.g., what causes X? Why do people do Y?) not a normative question (e.g., Is it good or bad if people do X?)

Paper re-write due in class Oct 16. Re-writes are not mandatory. It is up to you if you wish to re-write the paper.

Week 9 (Oct 21-23): History of American Immigration Policy

1. Tichenor, Daniel. 2002. *Dividing Lines: The Politics of Immigration Control in America*. (Princeton, NJ: Princeton University Press), pp. 46-149

Week 10 (Oct 28-30): Deportation Nation

1. Daniel Kanstroom (2007) *Deportation Nation: Outsiders in American History*. Cambridge, MA: Harvard University Press, Introduction and Chapters 3, 4 and 6

GUEST LECTURER: JAKE BRISKMAN, IMMIGRATION ATTORNEY

Week 11 (Nov 4-6): Current Developments in American Immigration Policy

1. Tichenor, D. and A. Filindra (2013) "Raising Arizona v. United States: The Origins and Development of Immigration Federalism." *Lewis and Clark Law Review*, 16(4), pp.1215-47
2. Filindra, A. (2013) "Immigrant Social Policy in the American States: Race Politics and State TANF and Medicaid Eligibility Rules for Legal Permanent Residents," *State Politics and Policy Quarterly*, Vol. 13 (1), pp. 26-48

Week 12 (Nov 11-13): Effects of Immigration Policy on Immigrant Populations

1. Jane Junn (2007) "From Collies to Model Minority" *Du Bois Review: Social Science Research on Race*, 4 : 355-373
2. Filindra, A. (2014) "The Emergence of the 'Temporary Mexican': American Agriculture, the U.S. Congress and the 1920 Hearings on the "Temporary Admissions of Illiterate Mexicans," *Latin American Research Review*, Vol. 49 (3), pp. 85-102
3. Filindra, A. D. Blanding D., C. Garcia-Coll (2011) "The Power of Context: State –Level Immigration Policy and Differences in the Educational Performance of the Children of Immigrants," *Harvard Educational Review*, Fall 2011, Volume 81 (3), pp.163-193

Week 13 (Nov 18-20): A Threat to American Identity?

1. Samuel Huntington "The Hispanic Challenge," *Foreign Policy* (March/April 2004), pp. 30-45
2. Brimelow, Peter. 1995. Alien Nation (http://www.vdare.com/alien_nation/), pp. 137-191
3. Citrin, Jack et.al. 2007. "Testing Huntington: Is Hispanic Immigration a Threat to American Identity?" *Perspectives on Politics* 5(1), pp. 31-48
4. Grant, Madison.1922. *The Passing of the Great Race* (Preface, Introduction, and Ch 1 "Race and Democracy") online on googlebooks.

FIRST DRAFT OF FINAL PAPER DUE ON NOV 21ST AT NOON ON BLACKBOARD. FINAL PAPER IS 3,000-4,000 WORDS. You are NOT required to provide a first draft, only if you want early feedback on your paper. If you do not want to submit an early draft, email me to let me know.

Week 14 (Nov 25-27): A Threat to American Identity? (Cont'd)

*****NO CLASS ON 27TH -THANKSGIVING*****

Week 15 (Dec 2-4): What explains public attitudes about immigration?

1. Filindra, A. and S. Pearson-Merkowitz (2013) "Together in Good Times and Bad? How Economic Triggers Condition the Effects of Social Interactions between Groups," *Social Science Quarterly*, 94(5 December):1328-1345
2. Dyck J., A. Filindra and S. Pearson-Merkowitz (2014) "When Partisans and Minorities Interact: Interpersonal Contact, Partisanship and Public Opinion Preferences on Immigration Policy" (manuscript)

FINAL PAPER DUE ON BLACKBOARD FRIDAY DECEMBER 12TH, NOON. FINAL PAPER IS 3,000-4,000 WORDS.