

Politics of Immigration, Gov 355M
UT Austin, Fall 2022
Tue & Thur 11:00-12:30 p.m. UTC 1.118

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Office hours: Monday from 9:30-11:30, or by appointment

Course Description and Learning Goals

The purpose of this course is to develop a working knowledge of immigration policy in the United States; to understand the institutional development of immigration policy over the US's history; and to explore the challenges posed for American democracy by immigration enforcement in the contemporary era. Such issues include the use of local police to enforce federal policy, the liminal legal space occupied by immigrants, the complicated relationship between federal, state and local agencies, and the relationship between historical institutional racial exclusion and the current era of mass detention and deportation. Throughout the course of the class, students will develop skills in project management, collaboration, critical analysis and research.

Required reading: All readings on the syllabus are required. All readings assigned throughout the course will either be linked up on the syllabus, provided to you via the course website, or available through the UT library.

Attendance policy: I will not take attendance. Instead, the exams will be written such that you cannot do well if you do not participate in lecture/keep up with the readings. The seven tasks are designed to assure your active participation in group project meetings. ***There will not be an option to attend lecture via hybrid format.*** However, I will post my slides on Canvas prior to class, and will happily talk you through them during office hours should you have to miss a lecture. Lectures will be delivered on Tuesdays. Thursdays are reserved for discussion of readings and group work sessions. ***You have a high degree of flexibility in how you conduct group work sessions*** – your group may choose to occasionally meet via zoom if all parties cannot be present in the classroom.

Course Structure and Grading

Item	Percent of overall grade	Due date
Exam #1	15	Sept 15
Exam #2	15	Oct 13
Group project, part 1	15	Oct 18
Group project, part 2	15	Nov 28
Group project tasks (7 total)	28 (4 points each)	Various dates
Group project, final presentation	12	Nov 28-30
Total	100	

Grade Scale	
A 93-100	C 73-76
A- 90-92	C- 70-72
B+ 87-89	D+ 67-69
B 83-86	D 63-66
B- 80-82	D- 60-62
C+ 77-79	F 0-59

Overview: Your final grade will be composed of two installments of a group project, seven tasks you will complete on the way to developing your group projects, two exams that you will take throughout the semester, and a final presentation on your group project. There is no formal participation grade. Instead, the seven tasks you will complete as part of your group projects serve as frequent check-ins with you as you work relatively independently. The content of the exams will cover a mix of reading material and information presented during class. You cannot pass the exams without actively engaging the course material. The composition of your final grade is relatively balanced between exams (individual work), group projects, and weekly tasks (mix of individual and group work), reflecting the fact that you must be both individually engaged and actively collaborative in order to do well in the class.

Exams (30 percent total, 15 percent each): You will take two exams during the course of the semester. Exams will be completed via canvas; you will not need to physically come to campus to complete the exam. The exams will be timed; they will open at 9 am on the day they are assigned, and they will close at 12 pm that same day; they will be open-note, open-book, and will consist of a mix of multiple choice and short answer questions. Exam questions will reflect information delivered via the readings and in class.

Group project: You and your groupmates will be tasked with envisioning and outlining the immigration policy for a fictional country you are founding! The work you do to develop this immigration framework will comprise the bulk of your grade (70% overall). However, this assignment will be broken down into several smaller assignments, and only 32% of your final grade will be directly tied up in the final products you submit (part 1, part 2 and the final presentation). The remaining 28% of your final grade is composed of the seven tasks you complete on the way to forming your final products, and must be turned in individually.

- **Part 1** (15 percent): In part 1 of your group project, you will identify the underlying values held by your fictional country with respect to immigration and the goals you hope your policy will achieve. You will also outline the basic structure of border enforcement, interior enforcement, and integration policy that will characterize your policy regime. This will serve as your new country's founding document in terms of immigration policy, and your group's manifesto of sorts. Each of the tasks leading up to the completion of Part 1 of the project will support you in your final effort. Task #1, for example, will invite you to think through your country's values. Task #2 will ask you to identify the basics of enforcement. In Task #3 you will identify any kind of integration policy that will

characterize your country's policy. Specific details of the assignment are located under the assignments tab on Canvas.

- **Part 2** (15 percent): Ok, you've set up the immigration structure that reflects the ideals of your country! Time for some complication! In the second half of the semester your country will be faced with a crisis – a resource shortage, a labor shortage, a refugee crisis, the threat of war are all possibilities you might face. You will then be tasked with thinking through how your country should respond to this crisis, and rewriting your immigration structure accordingly. Again, each of the tasks you complete along the way will support the final product you will submit at the end of the course.
- **Seven tasks** (28 percent total, 4 percent each): Group projects can be stressful, especially when students perceive that the bulk of their grade will be dependent on other people's work. Each of the seven tasks are designed to alleviate this concern. The seven tasks reflect a mix of group and individual work. Every student is responsible for completing a task sheet. The task sheet asks you to answer a few questions that reflect the work you did in your group for the week. You and your group mates should have similar responses to this part of the task. The task sheet also asks you to reflect on the assignment and connect it to class material. This reflects your own analysis and no one else's. The tasks provide you a way to communicate with me about your own learning, and stand in for a more traditional participation grade. In other words – you must complete them, but if you complete them and do so on time, you will be awarded the full four points for a given assignment.

Administrative Policies

Grade Complaints: If you have a grade complaint you must do the following: write up a summary of your complaint, with a clear request to re-grade a specific question or set of questions and explanation for why you think you were unfairly graded. You must check in with me via phone or video-chat. If I agree to re-grade your work, this raises the possibility that you may lose points.

Plagiarism and Cheating: Plagiarism and cheating are serious offenses and are treated as such by both the university and by me. I have a zero-tolerance policy for plagiarism/cheating and I will impose the most severe penalty allowed by university rules, which includes but is not limited to issuing an automatic grade of 0.0 for the course if a verified case of plagiarism/cheating occurs. The University's policies surrounding cheating and plagiarism can be found here: <https://deanofstudents.utexas.edu/conduct/academicintegrity.php>

Students with Disabilities: This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students. Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 471-6259 (voice) or 512-410-6644 (Video Phone) as soon as

possible to request an official letter outlining authorized accommodations. For more information, visit <http://ddce.utexas.edu/disability/about/>.

Preferred Name and Pronouns (She/He/They/Ze/Etc): Class rosters are provided to the instructor with the student's legal name, unless they have added a "preferred name" with the Gender and Sexuality Center (<http://diversity.utexas.edu/genderandsexuality/publications-and-resources/>). If you prefer to be addressed by a name that is different from what appears on the official roster, or have pronoun preferences of which you would like me to be aware, please advise me early in the semester so I may adjust accordingly.

Safety and Class Participation: Dr. Walker *will be wearing a mask* when in doors with other people. Students are *strongly encouraged* to do the same. Our class will be held in person, pending alternative university policies. Do not come to class if you are showing symptoms (of any kind! If you have a mere cold, stay home!). Information regarding safety protocols with and without symptoms, and with and without vaccination can be found here:

https://healthyhorns.utexas.edu/coronavirus_exposure_action_chart.html

FERPA and Class Recordings: In the event that class discussions are recorded they are reserved only for students in this class for educational purposes and are protected under FERPA. "Protected under FERPA" means that you and your fellow students, and your participation in my class, have a right to keeping that participation private to the class, and that right is protected by law. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

Sharing of Course Materials is Prohibited: No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. Any unauthorized sharing of materials will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

Course Schedule

Week 1: Introduction to the course

Tuesday Aug 23

- Introduction and course overview, no reading assigned

Thursday Aug 25

- Tichenor, Daniel J. *Dividing lines: The politics of immigration control in America*. Vol. 104. Princeton University Press, 2009. Chapter 3

Week 2: The Development of US Immigration Policy

Tuesday Sept 1

- Tichenor, Daniel J. *Dividing lines: The politics of immigration control in America*. Vol. 104. Princeton University Press, 2009. Chapter 4

Thursday Sept 3

- Tichenor, Daniel J. *Dividing lines: The politics of immigration control in America*. Vol. 104. Princeton University Press, 2009. Chapter 5 & 8

Week 3: The Development of US Immigration Policy

Tuesday Sept 6

- Tichenor, Daniel J. *Dividing lines: The politics of immigration control in America*. Vol. 104. Princeton University Press, 2009. Chapter 9

Thursday Sept 8

- Wong, Tom K. *The politics of immigration: Partisanship, demographic change, and American national identity*. Oxford University Press, 2017. Chapter 1

Week 4: The development of US Immigration Policy

Tuesday Sept 13

- Capps, Randy, et al. *Revving up the deportation machinery: Enforcement and pushback under Trump*. Migration Policy Institute, 2018.

Thursday Sept 15

- **Exam #1**, to be completed independently, online via Canvas

Week 5: Legal admissions

Tuesday Sept 20

- *Introduction to the Immigration Policy Project; group assignments*
- Wong, Tom K. *The politics of immigration: Partisanship, demographic change, and American national identity*. Oxford University Press, 2017, Chapter 2, Section 2.1: Legal admissions
- “America’s asylum system is broken. Here’s how Biden could fix it.”
<https://www.vox.com/policy-and-politics/22442165/biden-border-asylum-crisis-children>
- “Title 42, the controversial Trump-era border policy, explained.”
<https://www.vox.com/policy-and-politics/2022/4/27/23043477/title-42-border-biden-midterms-trump>

Thursday Sept 22

- Task #1 – What are the underlying values that will inform your fictional country’s immigration system?

Week 6: Border security

Tuesday Sept 27

- Wong, Tom K. *The politics of immigration: Partisanship, demographic change, and American national identity*. Oxford University Press, 2017. Chapter 2, Section 2.2: Border Security
- De León, Jason. *The land of open graves: Living and dying on the migrant trail*. Vol. 36. Univ of California Press, 2015. *Selected pages TBD*

Thursday Sept 29

- Task #2 – Outline the basics of exterior/interior enforcement will look like in your fiction country. How do these policy features advance your goals for immigration/reflect your country's underlying values?

Week 7: Interior enforcement

Tuesday Oct 4

- Wong, Tom K. *The politics of immigration: Partisanship, demographic change, and American national identity*. Oxford University Press, 2017. Chapter 2, Section 2.3
- Armenta, Amada. *Protect, serve, and deport: The rise of policing as immigration enforcement*. Univ of California Press, 2017. Introduction, skim chapter 3

Thursday Oct 6

- Task #3 – Immigration policy to ensure security is one thing; governments may also wish to pass policy to support new immigrants upon their arrival. What does integration policy look like in your fictional country?

Week 8: Detention

Tuesday Oct 11

- Juárez, Melina, Bárbara Gómez-Aguiñaga, and Sonia P. Bettez. "Twenty years after IIRIRA: The rise of immigrant detention and its effects on Latinx communities across the nation." *Journal on Migration and Human Security* 6.1 (2018): 74-96.
- Wynn, Maksim. "The Detention Archipelago: Immigrant Prisons and the Companies that Run Them." *Kennedy School Review* 18 (2018): 37-47.
<https://ksr.hkspublications.org/2018/06/22/the-detention-archipelago-immigrant-prisons-and-the-companies-that-run-them/>

Thursday Oct 13

- **Exam #2** to be completed independently, online via Canvas

Week 9: WORK WEEK

Tuesday Oct 18

- Installment #1 of group project due – complete manifesto/structural document
- No new material

Thursday Oct 20

- You worked hard! Class cancelled

Week 10: Sanctuary

Tuesday Oct 25

- Gonzalez-O'Brien, Benjamin, Loren Collingwood, and Stephen Omar El-Khatib. "The Politics of Refuge: Sanctuary Cities, Crime, and Undocumented Immigration." *Urban Affairs Review*. 55(1): 3-40. (2019).
- Lind, Dara. "Sanctuary Cities, Explained." Vox. <https://www.vox.com/policy-and-politics/2018/3/8/17091984/sanctuary-cities-city-state-illegal-immigration-sessions>

Thursday Oct 27

- Task #4: Critically evaluate the immigration policy developed by your peers

Week 11: Integration

Tuesday Nov 1

- American Immigration Council. "Fact Sheet: Adding up the billions in tax dollars paid by undocumented immigrants." <https://www.americanimmigrationcouncil.org/research/adding-billions-tax-dollars-paid-undocumented-immigrants>
- Fernandez Campbell, Alexia. "Undocumented immigrants pay millions of dollars in state taxes – even in the reddest states." Vox. <https://www.vox.com/2019/3/1/18241692/undocumented-immigrants-pay-state-local-taxes>
- Pedraza, Francisco I., Vanessa Cruz Nichols, and Alana MW LeBrón. "Cautious citizenship: the deterring effect of immigration issue salience on health care use and bureaucratic interactions among Latino US citizens." *Journal of health politics, policy and law* 42.5 (2017): 925-960.

Thursday Nov 3

- Task #5: Surprise conflict! Refugee crisis? Resource shortage? Environmental disaster? How does your fictional country deal with an imperfect world? Make reference to your founding values document to answer the question: What should we do, and what is our ideal outcome?

Week 12: Grassroots politics

Tuesday Nov 8

- Zepeda-Millán, Chris. *Latino mass mobilization: Immigration, racialization, and activism*. Cambridge University Press, 2017. Chapter 1 & Chapter 3 & Chapter 6

Thursday Nov 10

- Task #6: Responding to conflict, continued – find at least two countries that have faced a similar problem; what did they do? What were the downstream outcomes of the choices they made?

Week 13: Immigration in a Global Context

Tuesday Nov 15

- Bui, Quoctrung and Dickerson, Caitlin. “What can the U.S. learn from how other countries handle immigration?” *The Upshot at the New York Times*.
<https://www.nytimes.com/interactive/2018/02/16/upshot/comparing-immigration-policies-across-countries.html>
- Matthews, Dylan. “The case for open borders.” *Vox*.
<https://www.vox.com/2014/9/13/6135905/open-borders-bryan-caplan-interview-gdp-double>
- Brookings’ “The One Percent Problem: Muslims in the West and the Rise of the New Populists,” **student activity**: <https://www.brookings.edu/product/muslims-in-the-west/>

Thursday Nov 17

- Task #7: Rewrite your structure based on the conflict you faced and the research you did around how other countries have tried to address such conflicts...reflect – how did this conflict change the way you think about immigration policy?

Week 14: Thanksgiving Break

Week 15: Conclusion

Tuesday Nov 28

- Installment #2 of group project due
- Group presentations Round 1

Thursday Nov 30

- Group presentations Round 2