Baruch College, CUNY

POL 3318 (NET): The Politics of Immigration and Integration in the United States

ONLINE COURSE
Spring 2017

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★ Overview

In this online course, we will examine—primarily through academic texts, but also newspaper articles, video clips, and political cartoons—how governmental institutions, political actors, and socio-political processes have both shaped and responded to immigration to the United States from the beginning of the Republic, but with an emphasis on the post-1965 period. In particular, this course examines how immigration has affected domestic politics and public policy in the United States. Course topics include the politics and policies of immigrant admission to and deportation from the United States as well as the nature and consequences of immigration at the national, state, and local levels. Course topics also include the politics and policies related to the societal integration (and exclusion) of immigrants residing in the United States, with a focus on their language, identification, citizenship, and voting rights. This course combines online lectures, extensive reading, and interactive online Discussion Forums to allow students to develop a sophisticated understanding of concepts, theories, and data related to the politics of immigration and integration in the United States.

The course consists of two parts:

In **Part 1**, we focus on the politics and policies of **immigration**. We first consider the importance of immigration in the 2016 presidential elections and recent presidential actions on immigration, the ethical debates related to border control policies, and the causes of international migration. We then turn to the specifics of debating immigration politics and policies in the context of the United States, and we will review the most important immigration laws that have let some people into the United States while keeping others out. We will pay particular attention to the key political debates underlying both immigration and refugee admissions legislation and key political actors involved in creating these laws, including Congress, the President, the courts, the media, and various civil society organizations.

In **Part 2** of the course, we focus on the politics and policies of **immigrant integration**. We first review the major theoretical debates on immigrants' integration into U.S. society more broadly and how race and ethnicity as well as undocumented status challenge successful integration. We next review what public accommodations immigrants and refugees need and what kinds of accommodations government has provided. We will particularly focus on policies addressing immigrants' language, citizenship, and voting rights as well as immigrants' access to government-issued forms of ID. We will separately discuss refugee resettlement into U.S. society.

★ Learning Objectives

The successful student will learn to:
- Interpret and asses information from a variety of sources and points of view.
- Evaluate evidence and arguments critically and analytically.
- Communicate ideas effectively and persuasively in written format.
- Identify and analyze major themes and consequences of immigration to and immigrant integration in the United States.
- Describe and analyze the role of Congress, the president, the courts, the media, public opinion, and various civil society organizations in the development of both immigration and integration policies in the United States.

★ Course Materials

Students will get the most out of this online course by completing the assigned readings and Discussion Forum assignments, listening to the online lectures, and viewing assigned videos during each week that they are assigned. All students should take notes on the assigned materials since all will be covered on exams.

The following are required materials for this course:
1. **Reading materials**: the required readings for the course include journal articles, book chapters, and newspaper clippings. They are all made available through Blackboard. On

the course schedule (see p. 10), they are listed in the "Read" column. Additional required reading materials are made available through the online Discussion Forum.

2. **Lecture slides**: narrated lecture slides accompany and highlight key aspects of the assigned readings. These will be made available through Blackboard, with Dropbox links to the narrated PowerPoint slides (these are big files, FYI). The course schedule (see p. 10) calls this "L#" in the "Listen" column.

3. **Videos**: these are short videos that bring course topics further to life. These will be made available through Blackboard. The course schedule (see p. 10) calls this "V#" in the "Watch" column.

★ Grading and Requirements

To receive a final grade in the course, students need to complete *all* assignments, which include (1) participation in the online Discussion Forum throughout the semester, (2) leading an online Discussion Forum at one point during the semester, (3) a midterm exam, and (4) a final exam.

Your grade will be based on the following:
- Participation in Discussion Forum   35%
- Leading one Discussion Forum   15%
- Midterm exam   25%
- Final exam   25%

Participation in Discussion Forum (35%)
Students are required to contribute to the "Discussion Forum" on Blackboard throughout the semester (there are 11 Discussions Forums total). On the Monday of each week, I will post one or more discussion questions on the Forum. Students are required to reply to one question by Thursday (11:59pm EST) and respond to the posting of at least one other student by Sunday (11:59pm EST) of that week. Individual postings should not exceed 250 words (i.e., about two short paragraphs). I will monitor and contribute to the Discussion Forum throughout the semester. Students who do not participate in the Discussion Forum will be assigned a "W" grade.

Students can earn up to 5 points for participating in each Discussion Forum: (A) up to 3 points for their initial positing to one of the Discussion Forum questions, due TH by 11:59pm EST and (B) up to 2 points for responding to at least one other student's posting, due SUN by 11:59pm EST.
Initial postings (up to 3 points)
To earn the full 3 points: ✦ The student replies to the Discussion Forum topic by TH 11:59pm EST.   ✦ The posting is directly responsive to the topic, substantive in content, with a clear purpose, and helps move the conversation forward. The posting includes follow-up questions, examples, and/or new perspectives.

- The posting reflects comprehension and independent analysis of the assigned lectures/readings/videos, and includes a thoughtful response to the course materials; the posting is supported by accurate evidence and examples.
- The posting is constructive, and differences of opinion are expressed in a collegial manner.
- The posting is logically organized and has no spelling or grammatical errors; the meaning of the posting is clear.

To earn 2 points:
- The student replies to the initial Discussion Forum topic by TH 11:59pm EST.
- The posting is substantive in content but does not respond to all components of the topic and its purpose is not entirely clear. The posting includes examples, but no follow-up questions or new perspectives.
- The posting reflects comprehension of the assigned lectures/readings/videos, and includes a thoughtful response to the course materials; however, evidence is missing or inaccurate; or there are examples and evidence but no explanation of a new contribution.
- The posting is constructive, and differences of opinion are expressed in a collegial manner.
- The posting is well organized but has minor errors in spelling and/or grammar.

To earn 1 point:
- The student replies to the initial Discussion Forum topic by TH 11:59pm EST.
- The posting is substantive in content but neglects one or more elements of the topic and its purpose is not clear. The posting includes no examples, follow-up questions, or new perspectives.
- The posting reflects poor comprehension of the assigned lectures/readings/videos; evidence and examples are missing or inaccurate.
- The posting is collegial in tone.
- The posting is disorganized and/or has serious errors in spelling and/or sentence structure, making it difficult to understand.

To earn 0 points:
- Late posting, no posting, disrespectful posting, or the posting has issues of academic honesty or integrity.

Responses to other students' postings (up to 2 points)

To earn the full 2 points:
- The student responds to at least one other student's posting (or existing comment thread) by SUN 11:59pm EST.
- The response is substantive, including comments and questions that enhance the discussion.
- The response provides evidence that the student has actually read the other student's posting.
- The response is constructive, and differences of opinion are expressed in a collegial manner.
- The response is logically organized and has no spelling or grammatical errors; the meaning of the response is clear.

To earn 1 point:
- The student responds to at least one other student's posting (or existing comment thread) by SUN 11:59pm EST.
- The response is substantive but does not include comments or questions that enhance the discussion.
- The response provides evidence that the student has actually read the other student's posting.

✦ The response is collegial in tone.
✦ The response is poorly organized and/or has minor errors in spelling and/or grammar.
To earn 0 points:
✦ Late response, no response, disrespectful response, or the response has issues of academic honesty or integrity.

Leading a Discussion Forum (15%)

At one point in the semester, each student will be responsible for leading and mediating the Discussion Forum with one other student. I will assign when which students will lead the Discussion Forum (more information will follow). <u>Each discussion leader needs to contribute an initial posting to the Discussion Forum by TH 11:59pm EST</u> **AND** <u>respond to *every* student's posting (or existing discussion thread) by SUN 11:59pm EST</u>. The task of the discussion leaders is to enhance the discussion by either (1) providing a different perspective (perhaps one you don't agree with, but one you advance to play devil's advocate), (2) raising a question that furthers the discussion, or (3) putting the posting in conversation with a recent political or policy event or the assigned readings/videos. The point here is to deepen and further the discussion; discussion leaders' contributions should not simply agree with and restate what was already said.

Discussion leaders will receive a grade based on the following criteria:

In the A range:
✦ The discussion leader responds to all students' postings (or existing comment threads) by SUN 11:59pm EST.
✦ The response is substantive, including comments and/or questions that enhance the discussion.
✦ The response provides evidence that the discussion leader has actually read students' postings.
✦ The responses are constructive and differences of opinion are expressed in a collegial manner.
✦ The responses are logically organized and have no spelling or grammatical errors; the meaning of the responses is clear.
In the B range:
✦ The discussion leader responds to most but not all students' postings (or existing comment threads) by SUN 11:59pm EST.
✦ The responses are substantive but do not include comments or questions that enhance the discussion.
✦ The responses provide evidence that the discussion leader has actually read the other students' postings.
✦ The responses are constructive and differences of opinion are expressed in a collegial manner.
✦ The responses are well organized but have minor errors in spelling and/or grammar.
In the C range:
✦ The discussion leader responds to only half of the students' postings (or existing comment threads) by SUN 11:59pm EST.
✦ The responses are substantive but do not include comments or questions that enhance the

	discussion.
✦	The responses suggest that the discussion leader has not read or is not engaging with the other students' postings.
✦	The responses are constructive and differences of opinion are expressed in a collegial manner.
✦	The responses lack clear organization and have minor errors in spelling and/or grammar.
In the D range:	
✦	The discussion leader responds to only a few of the students' postings (or existing comment threads) by SUN 11:59pm EST.
✦	The responses lack substance, do not include comments or questions that enhance the discussion, and mostly repeat what has already been said in other students' original postings.
✦	The responses suggest that the discussion leader has not read or is not engaging with the other students' postings.
✦	The responses are not constructive and differences of opinion are expressed in an insensitive manner.
✦	The responses are poorly organized and have many errors in spelling and/or grammar.
Failing grade:	
✦	Late responses, no responses, disrespectful responses, or the responses have issues of academic honesty or integrity.

Midterm exam (25%)

The midterm exam will evaluate students' comprehension of all materials (i.e., readings, lecture slides, and video clips) covered in weeks 1-9. The midterm exam will be a 72-hour take-home exam. It will be made available F 3/31 at 12am EST and is due via e-mail on SUN 4/2 by 11:59pm EST. The midterm exam will consist of several short essay questions (more instructions will follow).

Final exam (25%)

The final exam will evaluate students' comprehension of all materials (i.e., readings, lecture slides, and video clips) covered in weeks 10-16. The final exam will be a 72-hour take-home exam. It will be made available TU 5/23 at 12am EST and is due via e-mail on TH 5/25 by 11:59pm EST. The final exam will consist of several short essay questions (more instructions will follow).

I will provide feedback on assignments and exams and post grades within 10 days of their due/completion dates.

Late policy and missed exams

- To get credit for Discussion Forum postings and responses, students and discussion leaders need to abide by the weekly due dates (see above and the course schedule below).
- Makeup exams will not be given, unless approved *before* the exam. If you miss an exam and do not give prior notice, or if you do not have a valid excuse, you will forfeit your right to a makeup exam and you will receive an "F" grade for that exam. If you miss a makeup exam, there will be no subsequent makeups, and you will receive an "F" for the exam as well.

★ Course Website on Blackboard

The course has a website posted on Blackboard, the college's on-line course management system that will play an important role in the course. To access Blackboard, you must login via the CUNY Portal at www.cuny.edu and create a CUNY Portal account. If you do not already have a Baruch e-mail account, get one as soon as possible and have this added to your Blackboard profile. The e-mail messages I send via Blackboard are delivered only to e-mail addresses that are linked to your profile. If you experience any trouble with Blackboard, contact the Baruch Helpdesk at 646-312-1010.

On Blackboard, you will find many materials useful to you in this class. They include the following folders:
- Updates regarding the course schedule and relevant due dates ("Announcements")
- A copy of the syllabus ("Syllabus")
- Required course readings ("Reading Materials")
- Links to required videos ("Videos")
- Links to narrated lecture slides, posted by Monday of each week ("Lecture Slides")
- Discussion Forum, where I will post one or more discussion questions by Monday of each week ("Discussion/Q&A Forum").
- Q&A Forum, where students can post general questions about the course syllabus or course content; the answers I post will be informative to all students ("Discussion/Q&A Forum")
- Homework assignment for week 1 ("Assignment")
- Grades for participation in the Discussion Forums and for the midterm and final exams ("Grade Center")

Students should check Blackboard (and their e-mail account) at least two times a week, especially for "Announcements" on the opening page.

★ Class Policies – Do's and Don'ts

Questions
I welcome your questions anytime. There are different ways you can get in touch with me:
- Q&A Forum: if you have questions about the syllabus or particular course content that I can easily address with a brief written response, post your question to the Q&A Forum on Blackboard. I strive to respond within 48 hours. You can also use the Q&A Forum to post your feedback on any aspect of the course, both positive and negative. Please do not be shy in sharing your thoughts; you have a voice in improving your own learning experience. Students should check the Q&A Forum once a week to familiarize themselves with the postings.
- E-mail: you can e-mail me with questions of a more personal nature that you don't want the entire class to know about. Only email me at my Baruch email address. I strive to respond within 48 hours.

- Office hours: every week, on W from 8-10pm EST, I hold virtual office hours via Google Hangout. No appointments are necessary. To start a *free* video call during office hours, follow these simple steps:
  1. Create a free Google Account, if you don't already have one.
  2. Go to https://hangouts.google.com.
  3. Click on the "Video Call" button.
  4. Where it says "Enter a name or email," enter "Els de Graauw" or "elsdegraauw@gmail.com" and hit enter.
  5. If you have trouble connecting via Google Hangout during office hours, email me at Els.deGraauw@baruch.cuny.edu.

E-mail etiquette

When you e-mail me, use the following e-mail etiquette instructions; failure to do so will cause delay in my response to your e-mail:

- Subject: in the subject line of the e-mail include "POL 3318" and the specific subject that you are e-mailing me about.
- Salutation: include a proper salutation at the beginning of your e-mail (not just "hey") and please address me as "Professor de Graauw."
- Sign your name: included your full name at the bottom of the e-mail.
- For some comic relief on how <u>not</u> to e-mail your professor (watch and learn): https://www.youtube.com/watch?v=zSNc8F9tqzY

Responsibility

I expect all of you to act as responsible adults and communicate with me if something is going on in your life that affects your school performance. If you have trouble comprehending the course materials, contact me. If you are struggling with personal issues that affect your school work, let me know. If I send you an e-mail about the fact that you are not participating in the Discussion Forum, do not ignore my e-mail. I have many students and especially in an online course it can be difficult for me to identify those students who might need a little extra help or accommodation. You can help by letting me know what is going on. <u>I'm here to help</u>.

Academic integrity

Plagiarism and cheating—such as copying work (including materials published in books, journals, and newspapers as well as those published on the Internet) in your Discussion Forum postings and exams without proper citation, having your work done by someone else, and copying answers from someone else during exams—will absolutely ***not*** be tolerated. My policy is to give a failing grade for the entire course if you plagiarize any assignment or cheat on any exam. In addition, I am required by Baruch College to submit a report of suspected academic dishonesty to the Dean of Students Office. This report becomes part of your permanent file, and you may be expelled from Baruch. For details on what constitutes academic dishonesty—including cheating and plagiarism, see http://www.baruch.cuny.edu/academic/academic_honesty.html. If questions remain, ask me. U<u>Ignorance is not an acceptable excuse</u>U.

Respect for others

In this class, I want us all to be respectful of each other and strive to express our thoughts in a way that is inclusive and mindful of other points of view, identities, and lived experiences. In this class:

- Black lives matter.
- Native American/indigenous lives matter.
- Muslims are not terrorists.
- Latin@s are not rapists or criminals.
- Undocumented students have every right to safety as their documented counterparts
- We respect women as much as men.
- We respect lesbian, gay, bisexual, transsexual, and queer students as much as straight students.
- When and where needed, we accommodate veterans, active duty military personnel, and individuals with disabilities so they also can succeed in this class.

Disability-related accommodations

It is the policy of Baruch College to provide reasonable accommodations to students with disabilities. Students, however, are responsible for registering with the Disability Services Office, in addition to making requests for accommodations known to me in a timely manner (i.e., at least 2 weeks before exams). If you require accommodations in this course, please e-mail me as soon as possible, so that appropriate arrangements can be made. For more information, contact the Disability Services Office at 646-312-4590; VC 2-271.

Writing support and tutoring services

Students who want or need to improve their writing skills should take advantage of the *free* services that the Baruch College Writing Center offers. For more information about how to make an appointment and how to prepare for a session with one of the Center's writing consultants, see http://writingcenter.baruch.cuny.edu.

Students will also benefit from the *free* one-to-one and group tutoring services provided by both peers and professionals through the Student Academic Consulting Center (SACC). SACC also provides instructional support materials such as videos, software, reference books, and handouts that will help you with course content, study skills, and learning strategies. For more information, see https://www.baruch.cuny.edu/sacc.

Find the course schedule on the next page.

★ Course Schedule

PART 1 ★ The Politics and Policies of Immigrant Admissions & Deportations				
Week	**Topic**	**Read**	**Listen**	**Watch**	**Assignment**
1 (1/30-2/5)	• Course introduction	• Course syllabus, front to back	• L1: Introduction		• Familiarize yourself with Blackboard • Upload your "avatar image" and add your introduction by SUN 2/5
2 (2/6-2/12)	• Immigration and the 2016 elections • Explaining immigration control	• McDaniel • Executive Orders #1-3 • Walzer • Carens	• L2: Immigration and 2016 elections • L3: Why do we have borders?	• V1: The 2016 elections & immigrant Iowa • V2: Immigration & the 3rd presidential debate • V3: Open borders • V4: Closed borders	• Discussion Forum W2: **Post** by TH 2/9 **Reply** by SUN 2/12
3 (2/13-2/19)	• Causes of international migration	• Massey	• L4: What causes international migration?	• V5: Maquiladora women • V6: Bolivian family affected by globalization • V7: Why migrant kids come to the U.S. alone • V8: History of Syria's war	• Discussion Forum W3: **Post** by TH 2/16 **Reply** by SUN 2/19
4 (2/20-2/26)	• Debating immigration in the U.S. context	• Tichenor	• L5: Debating immigration in the U.S.	• V9: Immigration myths #1 • V10: Immigration myths #2 • V11: Immigration myths #3	• Discussion Forum W4: **Post** by TH 2/23 **Reply** by SUN 2/26
5 (2/27-3/5)	• Closing the door on Asian and Southeast European immigrants, 1880s-1920s	• Lee • Daniels #1	• L6: Immigration, 1770s-1880s • L7: Immigration, 1880s-1920s	• V12: Racist history of U.S. immigration policy • V13: Paper sons • V14: Japanese internment • V15: Anti-Muslim sentiment • V16: Trump on Mexican immigrants	• Discussion Forum W5: **Post** by TH 3/2 **Reply** by SUN 3/5

Week	Topic	Read	Listen	Watch	Assignment
6 (3/6-3/12)	• The rebirth of immigration since 1965 • Refugees and asylum policies	• Daniels #2 • Hamlin	• L8: Immigration since 1965 • L9: Refugee and asylum policies	• V17: The Syrian refugee crisis in Europe • V18: Banning Syrian refugees in the U.S. • V19: U.S. response to the Syrian refugee crisis	• Discussion Forum W6: **Post** by TH 3/9 **Reply** by SUN 3/12
7 (3/13-3/19)	• Undocumented immigration: national politics and policies	• Ngai • Bosniak	• L10: Undocumented immigration #1	• V20: The fight to pass the DREAM Act • V21: Obama's 2014 executive action on immigration	• Discussion Forum W7: **Post** by TH 3/16 **Reply** by SUN 3/19
8 (3/20-3/26)	• Undocumented immigration: state and local politics and policies	• de Graauw #1	• L11: Undocumented immigration #2	• V22: A house divided over immigration • V23: Immigration battle in the Heartland • V24: Santa Fe's sanctuary status	• Discussion Forum W8: **Post** by TH 3/23 **Reply** by SUN 3/26
9 (3/27-4/2)	• MIDTERM REVIEW • MIDTERM EXAM		• L12: Midterm review		• Complete the 72-hour take-home final exam: available F 3/31 at 12am EST and due SUN 4/2 by 11:59pm EST
**PART 2 ★ The Politics and Policies of Immigrant Integration & Exclusion**				
10 (4/3-4/9)	• Theorizing immigrant integration and exclusion	• Brown & Bean • Bloemraad & de Graauw	• L13: Theorizing integration/exclusion	• V25: Latino family reflections • V26: Asian family reflections	• *No Discussion Forum*
11 (4/10-4/16)			*Spring break*		

Week	Topic	Read	Listen	Watch	Assignment
12 (4/17-4/23)	• Challenges to integration: race, ethnicity, and undocumented status	• Alba & Foner • Abrego	• L14: Challenges to integration	• V27: 19 hours • V28: Obama's DREAMers • V29: Ricardo Aca	• Discussion Forum W12: **Post** by TH 4/20 **Reply** by SUN 4/23
13 (4/24-4/30)	• Linguistic integration and immigrant language rights	• Huntington • Linton	• L15: Linguistic integration	• V30: Translating health care • V31: Language barriers in education • V32: El Cenizo (TX), the town that speaks only Spanish	• Media Forum W13: **Post** by TH 4/27 **Reply** by SUN 4/30
14 (5/1-5/7)	• Civic integration and immigrant identification rights	• de Graauw #2	• L16: Civic Integration	• V33: California vs. Trump: driver's licenses • V34: Municipal ID cards	• Discussion Forum W14: **Post** by TH 5/4 **Reply** by SUN 5/7
15 (5/8-5/14)	• Becoming Americans and immigrant citizenship rights • Political integration and immigrant voting rights	• Bloemraad & Ueda • de Graauw #3	• L17: Naturalization and citizenship • L18: Political integration	• V35: Debate over birthright citizenship • V36: New York's immigrant vote • V37: In Harlem, voting for Guinea	• Discussion Forum W15: **Post** by TH 5/11 **Reply** by SUN 5/14
16 (5/15-5/21)	• Refugee resettlement • FINAL EXAM REVIEW	• Mott	• L19: Refugee resettlement • L20: Final exam review	• V38: Lost boys of Sudan #1 • V39: Lost boys of Sudan #2	• *No Discussion Forum*
17 (5/22-5/26)	• FINAL EXAM				• Complete the 72-hour take-home final exam: available TU 5/23 at 12am EST and due TH 5/25 by 11:59pm EST

Enjoy your summer!