

	Department of History and Political Science POL 4090-1: The Politics of Immigration 4 units
	Fall 2022

Meeting Days & Times: Tuesdays & Thursdays 12:30-2:15 PM	Instructor Title and Name: Dr. Amy Nantkes
Meeting Location: Colt Hall Forum	Phone: 949.266.4822
Final Exam: Tuesday, December 13 th 1:30-4:00 pm	Email: anantkes@pointloma.edu
Office Location: Colt Hall 118	Office Hours: Tuesdays & Thursdays 10:30-11:30 am & by appointment

PLNU MISSION: To Teach – To Shape – To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

DEPARTMENT OF HISTORY AND POLITICAL SCIENCE MISSION:

As followers of Christ, the Department of History and Political Science promotes wisdom and scholarship about historical contexts and political systems, so that graduates can become local and global leaders in the service of Christ and humanity.

COURSE DESCRIPTION

Immigration is on the forefront of policy conversations in American politics today. This course examines this dynamic domain, with emphasis on waves of immigration and the push-pull factors associated with various groups entering the U.S. over time. We will examine the response of each of the branches of government to immigration via laws, court decisions, programs, and Executive Orders from the founding to the present day. The major theories of immigration will be covered, along with contributing economic, sociological, and cultural factors of each group and the role of public opinion and media.

COURSE LEARNING OUTCOMES

Student Learning Outcomes:

- Explain and describe the eras and key themes policymaking in U.S. immigration, including identifying push-pull factors for various groups
- Apply immigration theories to the analysis of contributing factors in immigration restriction such as issues of race and ethnicity, gender, economic status, social status, and cultural factors
- Evaluate the response of each of the branches of U.S. government to issues of immigration

- Analyze the role of public opinion, political rhetoric, and media in the immigration policy domain
- Investigate, choose, and present an effective argument by matching data and evidence to claims and assertions regarding U.S. immigration
- Address and correct common myths and misconceptions regarding immigration and immigrants in the United States

Program Learning Outcomes:

- Understand and critically assess the processes, theories, and outcomes of political institutions and political behavior.
- Develop and express ideas in written communication in an effective and scholarly manner.
- Demonstrate oral communication abilities, particularly to convey complex ideas, recognize diverse viewpoints, and offer empirical evidence of an argument.
- Construct and evaluate analytical, comprehensive arguments.

COURSE INSTRUCTIONAL METHODS

This course will meet once per week online and, in order to maximize your learning process, it is in your best interest that you attend each of these sessions. It is also **essential** that the readings be completed prior to coming to class as the lecture and discussion will usually expand on and draw from the readings. Class time activities will vary, but will often include a combination of lectures, discussion, group activities, writing, and videos.

COURSE REQUIRED TEXT AND MATERIALS

Required Resources:

- Tichenor, Daniel J. 2002. *Dividing Lines: The Politics of Immigration Control in America*. Princeton Studies in American Politics. Princeton, N.J.: Princeton University Press. (ISBN-13: 978-0691088051)
- Cohen, Elizabeth F. 2020. *Illegal: How America's Lawless Immigration Regime Threatens Us All* First ed. New York: Basic Books. (ISBN-13: 978-1541699847)
- Articles, Podcasts, and Videos as listed in syllabus and available under Required Resources on Canvas

Recommended Resources for Additional Exploration:

- See Canvas for complete list

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4 -unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 150 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation

within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

COURSE POLICIES

LATE ASSIGNMENT POLICY

All assignments are to be submitted by the due dates posted and will be considered late if submitted after midnight Pacific Standard Time on the day they are due. If an assignment is submitted late, points possible for the assignment decreases 10% each day for four days after the due date. **Any assignment or deliverable submitted more than four days late will not be accepted. Presentations, Exams, and Reading Responses cannot be "made up" and must be completed on the due date.**

All deliverables for the course, including assignments, projects, presentations, papers, etc., must be turned in by 11:59pm on the last day of the course. No extensions or incompletes will be given to students to complete course requirements.

If you believe you have an extenuating circumstance such as illness or family emergency, please send Dr. Nantkes an email or come talk to me as soon as possible so that we may speak about your options. With abundant notice I'll be as accommodating as possible, as long as it does not compromise fairness for all.

COVID-19, ATTENDANCE, AND CLASS MODALITY

Due to our current pandemic conditions, there is the possibility that classes may periodically need to be held in an asynchronous or synchronous online format. The attendance policy still applies to these types of class formats. Our course will follow all PLNU policies related to Covid-19. Please see the [PLNU Covid-19 website](#), the Covid-19 Canvas course, and the [PLNU catalog](#) for the most current policies. All of us, including me, can show our respect and care for each other by not coming to class if we don't pass the Campus Clear app or have any covid symptoms. Covid-related absences are excused. You will still be responsible for getting the notes from a classmate for any classes you miss. If I or a member of my household are in isolation or quarantine, our class may need to meet remotely for that time. Please check for Canvas announcements on a regular basis, where I will always post any course updates.

FINAL EXAMINATION POLICY

Successful completion of this class requires presenting the final project **on its scheduled day**. The final examination schedule is posted on the Class Schedules site. No requests for early examinations or alternative days will be approved.

CLASSROOM CIVILITY POLICY

Respect for the views and values of others is an essential characteristic of a thriving learning community. Although it is likely that we may not agree with everything that is said or discussed in our course, we will behave and express our viewpoints in a manner that is courteous professional. Disagreement and challenging of ideas in a respectful and profound manner is encouraged. Our emphasis will be on engaging in the mutual exploration of topics as presented in the course as scholars, using research and data to defend our assertions.

PLNU POLICIES

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

SEXUAL MISCONDUCT AND DISCRIMINATION

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#)

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information.

Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact student-tech-request@pointloma.edu.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

ASSESSMENT AND GRADING

Assignment	Points Possible
Beginning and Midterm Course Surveys (2 @ 10 points)	20
Weekly Reading Reflection Journals (12 @ 20 points)	240
This Week in Immigration Team Presentation (1 @ 100 points)	100
The Policy-The People-The Politics Team Presentation (1 @ 100 points)	100
Immigration Story Multimedia Presentation (1 @ 150 points)	150
Final Project: Immigration Issue Policy Paper and Policy Brief Video	365
Classroom Participation	
TOTAL POINTS POSSIBLE	975

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93-100	B+ 87-88	C+ 77-79	D+ 67-69	F < than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

ASSIGNMENTS (See Canvas for templates and detailed instructions)

WEEKLY READING REFLECTION JOURNALS (12)

As a student of immigration politics and policy, it is vital that you comprehend our readings and bring your critical thinking and discussion skills to our course throughout the semester. Therefore, you will write Reading Reflections to support you in comprehension, critical thinking, and to bolster class discussion. **These responses must be submitted on Canvas before class begins on Tuesday and cannot be made up.**

THE POLICY-THE PEOPLE-THE POLITICS PRESENTATION (1)

For this assignment, will research an assigned policy/court decision pertaining to immigration. You will compose a 1-page handout to share with your classmates and will present for 10 minutes in class on a policy or court decision that has been pivotal in the politics of immigration in the United States. You will choose from the list of policies/decisions in class when we review the syllabus and form teams.

THIS WEEK IN IMMIGRATION PRESENTATION (1)

For this assignment, you and another classmate will form a team and will use various credible resources available to you ([news articles](#), [policy briefs](#), [podcasts](#), etc.) to lead the class in a discussion on the latest issues in immigration currently in the United States.

IMMIGRATION STORY MULTIMEDIA PRESENTATION (1)

In this 10-minute presentation, you will share the story of your family's immigration* to the United States and how their story weaves in with what we know about the immigrant experience and the politics of immigration in the United States.

***You will cover the immigration story of your own family, unless you are unable to find any information about your own history.** If you do not have a way of learning about your family history, this is no problem! Please let Dr. Nantkes know via email the name of another person you have chosen to interview as well as your plan for conducting research on their people group.

FINAL PROJECT: IMMIGRATION ISSUE POLICY PAPER AND POLICY BRIEF VIDEO (1)

For your final project, you will conduct research throughout the semester on a pressing immigration issue and corresponding policies and complete an 8-10-page policy paper along with a 1-minute informational video that can be shared online.

A list of potential issues is available on Canvas for your consideration, but you may also choose another topic with professor approval. Further details about this assignment will be given in class and are available on Canvas. **There are several deliverables that will be assigned for this project. Please check the course calendar for due dates.**

Topic Selection	(20 points)
Lit Review/Initial Background Research	(30 points)
Detailed Outline	(40 points)
Rough Draft of Paper	(50 points)
Final Draft	(150 points)
Policy Brief Video	(75 points)
Total Points	(365 points)

COURSE SCHEDULE

*Note: weekly readings and assignments can change at professor's discretion. Please see Canvas Weekly Overview for the most up-to-date information and direct links/downloads for readings.

WEEK & TOPICS	CLASS MEETING DAY	WEEKLY READING/MEDIA	ASSIGNMENTS DUE
WEEK 1 Course Introduction	Thursday 9/1	Required Reading/Media 1. Syllabus 2. Migration Policy Institute Frequently Requested Statistics on Immigrants and Immigration in the United States Optional Resource 1. Department of Homeland Security 2020 Yearbook of Immigration Statistics	1. Getting to Know You Survey (due Wednesday) 2. Review Canvas and Syllabus (before class on Thursday)
WEEK 2 Immigration Theories & Approach I	Tuesday 9/6	Required Reading/Media 1. Chapters 1-2 of Tichenor	1. Reading Reflection (due before class)
	Thursday 9/8	Required Reading/Media 1. Glenn, B. J. (2004). The Two Schools of American Political Development. <i>Political Studies Review</i> , 2(2), 153-165. 2. Young, J. (2017). Making America 1920 Again? Nativism and US Immigration, Past and Present. <i>Journal on Migration and Human Security</i> . SAGE.	1. Prepare for class discussion by completing required reading
WEEK 3 Immigration Theories & Approach II	Tuesday 9/13	Required Reading/Media 1. Schneider, A., & Ingram, H. (1993). Social construction of target populations: implications for politics and policy. <i>The American Political Science Review</i> , 87(2), 334–347. 2. Blumer, H. (1958). Race prejudice as a sense of group position. <i>The Pacific Sociological Review</i> , 1(1), 3–7. 3. SKIM: Overview of the Rulemaking Process and The Administrative Regulation Rulemaking Process Map	1. Reading Reflection (due before class)
	Thursday 9/15: NO CLASS (Dr. Nantkes presenting at American Political Science Association)		

WEEK & TOPICS	CLASS MEETING DAY	WEEKLY READING/MEDIA	ASSIGNMENTS DUE
WEEK 4 (1776-1896) Early American Intolerance: Anti-Catholicism & Chinese Exclusion	Tuesday 9/20	Required Reading/Media 1. Chapters 3-4 of Tichenor	1. Reading Reflection (due before class)
	Thursday 9/22	Required Reading/Media 1. Video: American Experience “The Chinese Exclusion Act” (10 min) 2. Video: Chinese American Exclusion/Inclusion Paper Sons & Daughters (6 min) 3. PBS News Hour What Constitutional Rights do Undocumented Immigrants Have?	1. Prepare for class discussion by completing required reading 2. Final Project-Topic Selection (due Sunday)
WEEK 5 (1900-1928) The Americanization Campaign, WWI, & Quotas	Tuesday 9/27	Required Reading/Media 1. Chapter 5 of Tichenor 2. USA Today: A Moving Border, and the History of a Difficult Line	1. Reading Reflection (due before class)
	Thursday 9/29	Required Reading/Media 1. Podcast: New Books in Science, Technology, and Society. Interview with Jay Timothy Dolmage on “Disabled Upon Arrival: Eugenics, Immigration, and the Construction of Race” (1 hour) 2. Hodge, Roger D. (2012 January). Borderworld. Popular Science.	1. Prepare for class discussion by completing required reading
WEEK 6 (1930-1940s) The Great Depression, WW II, & Effects on Immigration	Tuesday 10/4	Required Reading/Media 1. Chapter 6 of Tichenor 2. Natalie Escobar in the Atlantic, “Family Separation Isn’t New”	1. Reading Reflection (due before class)
	Thursday 10/6	Required Reading/Media 1. NPR Podcast The History Of 'Public Charge' Requirements In U.S. Immigration Law (7 minutes) 2. Los Angeles Times article & video: A former Bracero worker breaks his	1. Prepare for class discussion by completing required reading 2. Immigration Story

WEEK & TOPICS	CLASS MEETING DAY	WEEKLY READING/MEDIA	ASSIGNMENTS DUE
		silence, recalling abuse and exploitation 3. PBS NewsHour Video: Revisiting Japanese Internment on the 75th Anniversary (4 min)	Presentation (due Sunday)
WEEK 7 (1940s-1960s)	Tuesday 10/11	Required Reading/Media 1. Chapter 7 of Tichenor	1. Reading Reflection (due before class)
Cold War & Civil Rights Movement, & Presidential Involvement	Thursday 10/13	Required Reading/Media 1. NPR Article & 5-Minute Listen “The Children of Cuba and their Flight to America” 2. Washington Post article “How a 1965 immigration reform created illegal immigration” 3. Immigration Policy Lab Brief “Streamlining Fee Waiver Requests Helped Low-Income Immigrants Become Citizens” 4. Skim USCIS “Pathway to Citizenship” chart	1. Prepare for class discussion by completing required reading 2. Midcourse Survey (due Sunday)
WEEK 8 (1970s-1980s)	Tuesday 10/18	Required Reading/Media 1. Chapter 8 of Tichenor	1. Reading Reflection (due before class)
Rise of the English-Only Movement & the New Restrictionism	Guest Speaker Madison Salazar, International Rescue Committee & PLNU alum		
	Thursday 10/20	Required Reading/Media 1. National Conference of State Legislatures Sanctuary Policy FAQ 2. San Diego Immigrant Rights Consortium Three Years Later: SB 54 Implementation in San Diego County 3. San Diego County Sheriff’s Department TRUTH Act Community	1. Prepare for class discussion by completing required reading 2. Final Project-Literature Review/Initial Background

WEEK & TOPICS	CLASS MEETING DAY	WEEKLY READING/MEDIA	ASSIGNMENTS DUE
		Forum Presentation Slides (for reference as you watch the TRUTH Act presentations) 4. Watch the 2021 TRUTH Act presentations : (Start at 22:50, end at 51:23)	Research (due Sunday)
FALL BREAK: 10/21-10/23			
WEEK 9	Tuesday 10/25: NO CLASS (Dr. Nantkes on PLNU trip to New York)		
(1990s-early 2000s) Border Security, Anti-Immigrant Sentiment, & Undocumented Immigration Concern	Thursday 10/27	Required Reading/Media 1. Chapters 9 -10 of Tichenor 2. Chishti, M. and Yale-Loehr. (2016). The Immigration Act of 1990: Unfinished business a quarter-century later . Migration Policy Institute.	1. Reading Reflection (due before class)
WEEK 10	Tuesday 11/1	Required Reading/Media 1. <i>Illegal</i> , Chapters 1-2	1. Reading Reflection (due before class)
(2000-2009) Post-9/11 Changes & Anti-Muslim Movement	Thursday 11/3	Required Reading/Media 1. Video: Somali: Next Door Neighbors by Nashville Public Television (30 minutes) 2. New York Magazine, American Girl by Moustafa Bayoumi 3. Congressional Research Service, Temporary Protected Status: Overview and Current Issues (Read pages 1-7) 4. Jacobson, L. (2017). Is being in the United States unlawfully a crime?	1. Prepare for class discussion by completing required reading 2. Final Project-Detailed Outline (due Sunday)
WEEK 11	Tuesday 11/8	Required Reading/Media 1. <i>Illegal</i> , Chapters 3-4	1. Reading Reflection (due before class)
(2009-2016)			

WEEK & TOPICS	CLASS MEETING DAY	WEEKLY READING/MEDIA	ASSIGNMENTS DUE
The Obama Administration: DACA, Removals, & Border Security		2. Pew Report: Naturalized Citizens Make Up Record One-in-Ten U.S. Eligible Voters in 2020	
	Thursday 11/10	Required Reading/Media 1. Video Frontline PBS: Immigration Battle (Length: 1 hour 54 minutes) 2. Skim: Hooper, K. and Salant, B. (2018). It's Relative: A Cross-Country Comparison of Family-Migration Policies and Flows Migration Policy Institute	1. Prepare for class discussion by completing required reading
WEEK 12 (2017-2020) The Trump Administration: Family Separations, Travel Ban, & Public Charge	Tuesday 11/15 Extra Credit: TRUTH Act Forum at the San Diego County Board of Supervisors Meeting (Evening, Time TBD)	Required Reading/Media 1. <i>Illegal</i> , Chapters 5-6	1. Reading Reflection (due before class)
	Thursday 11/17	Required Reading/Media 1. Migration Policy Institute Four Years of Profound Change Immigration Policy during the Trump Presidency (selected pages only, see Canvas) 2. The World article & 5-minute listen: Trump's Hard-Line Immigration Policies Build on the History of Former US Presidents	1. Prepare for class discussion by completing required reading 2. Final Project Rough Draft of Paper (due Sunday)
WEEK 13 Research Progress Check-Ins	Tuesday 11/22 Individual Research Check-In Zoom meetings with Dr. Nantkes	NO READING See Canvas for Meeting Sign-Ups	No assignments this week. Use this time to work on your paper!
Thanksgiving Recess: NO CLASS 11/23-11/27			

WEEK & TOPICS	CLASS MEETING DAY	WEEKLY READING/MEDIA	ASSIGNMENTS DUE
WEEK 14 (2021-Today) The Biden Administration: COVID-era Restrictions & Battle in the Courts	Tuesday 11/29 GUEST SPEAKER Dr. Elizabeth F. Cohen, author of <i>Illegal</i>	Required Reading/Media 1. <i>Illegal</i> , Chapter 7-Conclusion 2. Pew Research Center Key Facts About U.S. Immigration Policies and Proposed Changes	1. Submit questions for Dr. Cohen's visit (due before Class) 2. Reading Reflection (due before class)
	Thursday 12/1	Required Reading/Media 1. Pew Research Center Key Facts about Title 42, the Pandemic Policy that has Reshaped Immigration Enforcement at the U.S.-Mexico Border 2. US Immigration Policy Center: Voters Trust Border Patrol Agency, Want More Oversight and Accountability	
WEEK 15 The Politics of Immigration: What's Ahead?	Tuesday 12/6	NO READING	1. Course Reflection document (due before class)
	Thursday 12/8	NO READING	1. PLNU Course Evaluation (due Sunday) 2. Final Project Policy Paper (due Sunday)
FINALS WEEK Final Project Paper & Presentations	Tuesday, December 13th 1:30-4:00 pm Policy Brief Video due before class begins at 1:30pm Each student will share their video and a short reflection on the project in class		