

	<b>Department of History and Political Science</b>  <b>POL 4090-1: The Politics of Immigration</b>  <b>4 units</b>
	<b>Fall 2024</b>

<b>Meeting Days &amp; Times:</b> Tuesdays & Thursdays 12:30-2:15 PM	<b>Instructor Title and Name:</b> Dr. Amy Nantkes
<b>Meeting Location:</b> Colt Hall Forum	<b>Phone:</b> 949.266.4822
<b>Final Exam:</b> Tuesday, December 17 <sup>th</sup> 1:30-4:00 pm	<b>Email:</b> <a href="mailto:anantkes@pointloma.edu">anantkes@pointloma.edu</a>
<b>Office Location:</b> Colt Hall 115	<b>Office Hours:</b> Tuesdays & Thursdays 11:15am-12:15 pm & 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 of 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 twice per week and, 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, the points possible for the assignment decrease by 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 11:59 pm 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.***

### 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

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 and 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. We will develop Class Norms in Week 1 of the course and will keep each other mutually accountable to our commitment to productive and respectful discourse.

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars, we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice-free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups on any of the above. You may report an incident(s) using the [Bias Incident Reporting Form](#).

### SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, 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 accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are 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](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

### **CONTENT WARNING**

I acknowledge that each of you comes to PLNU with unique life experiences. This contributes to the way you perceive various types of information. Our course content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include war, poverty, Female Genital Mutilation, and child slavery. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center.

Should you choose to sit out on a discussion of a certain topic, know that you are still responsible for the material, but we can discuss other methods for accessing that material and assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in Political Science, and I will support you throughout your learning in this course.

## **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 in reality 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.

Use of Artificial Intelligence (AI) tools (e.g. ChatGPT, iA Writer, Marmot, Botowski) is not permitted unless it is expressly stated in the assignment, and use of these tools will be treated as plagiarism.

### **PLNU ACADEMIC ACCOMMODATIONS POLICY**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

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. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

**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, 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. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

**SPIRITUAL CARE**

Please be aware that PLNU strives to be a place where you grow as a whole person. 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 Life and Formation](#).

**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](mailto: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**

<b>Assignment</b>	<b>Percentage of Grade</b>
Beginning and Midterm Course Surveys	5%
Weekly Reading Reflection Journals	25%
This Week in Immigration Team Presentation	10%
The Policy-The People-The Politics Presentations	20%
Immigration Story Multimedia Presentation	15%
Final Project: Immigration Issue Policy Paper and Policy Brief Video	25%
Classroom Participation	
<b>TOTAL PERCENTAGE POSSIBLE</b>	<b>100%</b>

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**

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 (2)**

For this assignment, you will research an assigned policy/court decision pertaining to immigration twice during the semester. 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.

**THIS WEEK IN IMMIGRATION PRESENTATION (1)**

For this assignment, you and another classmate will form a team. You 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**

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 your family is native to the land of the United States, you, of course, can create your project around your family 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 and your plan for researching 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 1-2 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. **Several deliverables 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)
<b>Total Points</b>	<b>(365 points)</b>

<b>COURSE SCHEDULE</b>			
*Note: weekly readings and assignments can change at the professor’s discretion. Please see Canvas Weekly Overview for the most up-to-date information and direct links/downloads for readings.			
<b>WEEK &amp; TOPIC</b>	<b>DATE</b>	<b>ASSIGNED READING/MEDIA</b>	<b>ASSIGNMENTS DUE</b>
<b>WEEK 1</b>  <b>Course Introduction &amp; Building our Classroom Community</b>	Tuesday September 3	<b>Required Reading/Media</b> 1. Syllabus  2. Migration Policy Institute <a href="#">Frequently Requested Statistics on Immigrants and Immigration in the United States</a>	1. Review Canvas and Syllabus (before class on Tuesday)  2. Getting to Know You Survey (due Thursday by midnight)
	Thursday September 5  *Please be prepared to be outdoors as a class today	1. Argo, N. and Jassin, K. (2021). <a href="#">What Immigration Issues do Americans Hold Sacred?</a> American Immigration Council	
<b>WEEK 2</b>	Tuesday September 10	<b>Required Reading/Media</b> 1. Chapters 1-2 of Tichenor	1. Reading Reflection (due before class)

WEEK & TOPIC	DATE	ASSIGNED READING/MEDIA	ASSIGNMENTS DUE
Immigration Theories & Approach I	Thursday September 12	<p><b>Required Reading/Media</b></p> <p>1. Glenn, B. J. (2004). The Two Schools of American Political Development. <i>Political Studies Review</i>, 2(2), 153-165.</p> <p>2. Young, J. (2017). Making America 1920 Again? Nativism and US Immigration, Past and Present. <i>Journal on Migration and Human Security</i>. SAGE.</p>	1. Prepare for class discussion by completing required reading
WEEK 3 Immigration Theories & Approach II	Tuesday September 17	<p><b>Required Reading/Media</b></p> <p>1. Schneider, A., &amp; Ingram, H. (1993). Social construction of target populations: implications for politics and policy. <i>The American Political Science Review</i>, 87(2), 334–347.</p> <p>2. Blumer, H. (1958). Race prejudice as a sense of group position. <i>The Pacific Sociological Review</i>, 1(1), 3–7.</p> <p>3. Jacobson, L. (2017). <a href="#">Is being in the United States unlawfully a crime?</a></p>	1. Reading Reflection (due before class)
	Thursday September 19	<p><b>Required Reading/Media</b></p> <p>1. <b>Pages 1-13:</b> Davis, C., Guzman, G., &amp; Sifre, E. <a href="#">Tax Payments by Undocumented Immigrants</a> Institute on Taxation and Economic Policy</p> <p>2. <b>SKIM:</b> <a href="#">Overview of the Rulemaking Process</a> and <a href="#">The Administrative Regulation Rulemaking Process Map</a></p>	
WEEK 4 (1776-1896) Early American Intolerance: Anti-Catholicism & Chinese Exclusion	Tuesday September 24	<p><b>Required Reading/Media</b></p> <p>1. Chapters 3-4 of Tichenor</p>	1. Reading Reflection (due before class)
	Thursday September 26	<p><b>Required Reading/Media</b></p> <p>1. Video: <a href="#">American Experience “The Chinese Exclusion Act”</a> (10 min)</p> <p>2. Video: <a href="#">Chinese American Exclusion/Inclusion Paper Sons &amp; Daughters</a> (6 min)</p>	1. Prepare for class discussion by completing required reading

WEEK & TOPIC	DATE	ASSIGNED READING/MEDIA	ASSIGNMENTS DUE
		3. PBS News Hour <a href="#">What Constitutional Rights do Undocumented Immigrants Have?</a>	2. Final Project-Topic Selection (due Sunday)
<b>WEEK 5</b> <b>(1900-1928)</b> <b>The Americanization Campaign, WWI, &amp; Quotas</b>	Tuesday October 1	<b>Required Reading/Media</b> 1. Chapter 5 of Tichenor  2. <a href="#">USA Today: A Moving Border, and the History of a Difficult Line</a>	1. Reading Reflection (due before class)
	Thursday October 3	<b>Required Reading/Media</b>  <a href="#">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)</a>  <a href="#">2. Hodge, Roger D. (2012 January). Borderworld. Popular Science.</a>	1. Prepare for class discussion by completing required reading
<b>WEEK 6</b> <b>(1930-1940s)</b> <b>The Great Depression, WW II, &amp; Effects on Immigration</b>	Tuesday October 8	<b>Required Reading/Media</b> 1. Chapter 6 of Tichenor  2. Natalie Escobar in the Atlantic, <a href="#">“Family Separation Isn’t New”</a>	1. Reading Reflection (due before class)
	Thursday October 10	<b>Required Reading/Media</b> 1. NPR Podcast <a href="#">The History Of 'Public Charge' Requirements In U.S. Immigration Law</a> (7 minutes)  2. Los Angeles Times article & video: <a href="#">A former Bracero worker breaks his silence, recalling abuse and exploitation</a>  <a href="#">3. PBS NewsHour Video: Revisiting Japanese Internment on the 75<sup>th</sup> Anniversary</a> (4 min)	1. Prepare for class discussion by completing required reading  2. Immigration Story Presentation (due Sunday)
<b>WEEK 7</b> <b>(1940s-1960s)</b>	Tuesday October 15	<b>Required Reading/Media</b> 1. Chapter 7 of Tichenor	1. Reading Reflection (due before class)

WEEK & TOPIC	DATE	ASSIGNED READING/MEDIA	ASSIGNMENTS DUE
<b>Cold War &amp; Civil Rights Movement, &amp; Presidential Involvement</b>	Thursday October 17	<b>Required Reading/Media</b> 1. NPR Article & 5-Minute Listen <a href="#">“The Children of Cuba and their Flight to America”</a> 2. Washington Post article <a href="#">“How a 1965 immigration reform created illegal immigration”</a> 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)
<b>WEEK 8</b> <b>(1970s-1980s)</b> <b>Rise of the English-Only Movement &amp; the New Restrictionism</b>	Tuesday October 22	<b>Required Reading/Media</b> 1. Chapter 8 of Tichenor	1. Reading Reflection (due before class) 2. Final Project-Literature Review/Initial Background Research (due at midnight)
	Thursday October 24	NO CLASS FALL BREAK	
<b>FALL BREAK OCTOBER 24-25 NO CLASSES</b>			
<b>WEEK 9</b> <b>(1990s-early 2000s)</b> <b>Border Security, Anti-Immigrant Sentiment, &amp; Undocumented Immigration Concern</b>	Tuesday October 29	<b>Required Reading/Media</b> 1. Chapters 9 -10 of Tichenor	1. Reading Reflection (due before class)  <i>Midterm Grades Distributed</i>
	Thursday October 31	<b>Required Reading/Media</b> 1. Lind, D. (2016). <a href="#">The disastrous, forgotten 1996 law that created today’s immigration problem.</a> Vox Media	

WEEK & TOPIC	DATE	ASSIGNED READING/MEDIA	ASSIGNMENTS DUE
		2. Video: <a href="#">187 The Rise of the Latino Vote</a> (1 hr, 26 min)	
<b>WEEK 10</b> <b>(2000-2009)</b>  <b>Post-9/11</b> <b>Changes &amp; Anti-</b> <b>Muslim</b> <b>Movement</b>	Tuesday November 5  ELECTION DAY!	<b>Required Reading/Media</b> 1. <i>Illegal</i> , Chapters 1-2	1. Reading Reflection (due before class)
	Thursday November 7	<b>Required Reading/Media</b> 1. <a href="#">Video: Somali: Next Door Neighbors by Nashville Public Television</a> (30 minutes)  2. New York Magazine, <a href="#">American Girl by Moustafa Bayoumi</a>  3. Congressional Research Service, <a href="#">Temporary Protected Status: Overview and Current Issues</a> (Read pages 1-7)	1. Prepare for class discussion by completing required reading  2. Final Project-Detailed Outline (due Sunday)
<b>WEEK 11</b> <b>(2009-2016)</b>  <b>The Obama Administration:</b> <b>DACA,</b> <b>Removals, &amp;</b> <b>Border Security</b>	Tuesday November 12	<b>Required Reading/Media</b> 1. <i>Illegal</i> , Chapters 3-4  2. Hamilton, E., Masferrer, C. and Langer, P. (2023). <a href="#">De Facto Deported Children in Mexico Face Socioeconomic Disadvantage</a> . UC Davis Center for Policy and Inequality	1. Reading Reflection (due before class)
	Thursday November 14	<b>Required Reading/Media</b> 1. Video <a href="#">Frontline PBS: Immigration Battle</a> (Length: 1 hour 54 minutes)  2. Skim: Hooper, K. and Salant, B. (2018). <a href="#">It's Relative: A Cross-Country Comparison of Family-Migration Policies and Flows</a> Migration Policy Institute	1. Prepare for class discussion by completing required reading
<b>WEEK 12</b> <b>(2017-2020)</b>  <b>The Trump Administration:</b> <b>Family</b> <b>Separations,</b>	Tuesday November 19	<b>Required Reading/Media</b> 1. <i>Illegal</i> , Chapters 5-6	1. Reading Reflection (due before class)
	Thursday November 21	<b>Required Reading/Media</b> 1. Migration Policy Institute <a href="#">Four Years of Profound Change Immigration Policy</a>	1. Prepare for class discussion by completing required reading

WEEK & TOPIC	DATE	ASSIGNED READING/MEDIA	ASSIGNMENTS DUE
Travel Ban, & Public Charge		<a href="#">during the Trump Presidency</a> (selected pages only, see Canvas)  2. The World article & 5-minute listen: <a href="#">Trump's Hard-Line Immigration Policies Build on the History of Former US Presidents</a>	2. Final Project Rough Draft of Paper (due Sunday)
WEEK 13  Research Progress Check-Ins	Tuesday November 26  Individual Research Check-In Zoom meetings with Dr. Nantkes	<b>NO READING</b>  <b>See Canvas for Meeting Sign-Ups</b>	No assignments this week. Use this time to work on your paper!
<b>Thanksgiving Recess NO CLASS November 27-29</b>			
WEEK 14  (2021-Today)  The Biden Administration: COVID-era Restrictions & Battle in the Courts	Tuesday December 3  Thursday December 5	<b>Required Reading/Media</b> 1. <i>Illegal</i> , Chapter 7-Conclusion  2. Pew Research Center <a href="#">Key Facts About U.S. Immigration Policies and Proposed Changes</a>  <b>Required Reading/Media</b> 1. <a href="#">New York Times Bus by Bus, Texas' Governor Changed Migration Across the United States</a>  2. Pew Research Center <a href="#">Key Facts about Title 42, the Pandemic Policy that has Reshaped Immigration Enforcement at the U.S.-Mexico Border</a>  2. <a href="#">US Immigration Policy Center: Voters Trust Border Patrol Agency, Want More Oversight and Accountability</a>	1. Reading Reflection (due before class)
WEEK 15 The Politics of Immigration: What's Ahead?	Tuesday December 10	<b>NO READING DUE</b> <b>Final Project Video workshop</b> <ul style="list-style-type: none"> <li>Bring an example of an influential social media post on change to share</li> </ul>	1. Course Reflection document (due before class)

WEEK & TOPIC	DATE	ASSIGNED READING/MEDIA	ASSIGNMENTS DUE
		<ul style="list-style-type: none"> <li>Bring your idea for proposed change</li> </ul>	
	Thursday December 12	<b>NO READING</b> <ul style="list-style-type: none"> <li>Bring your draft of final project paper to class for peer edits</li> </ul>	1. PLNU Course Evaluation (due Sunday)  2. Final Project Policy Paper (due Sunday)
<b>FINALS WEEK</b>  <b>Final Presentations</b>	Tuesday, December 17 1:30-4:00 pm	<b>In-Class Final Presentations</b>	1. Final Project Video (due before class)